

**ILLINOIS  
STATE NORMAL  
UNIVERSITY  
BULLETIN**

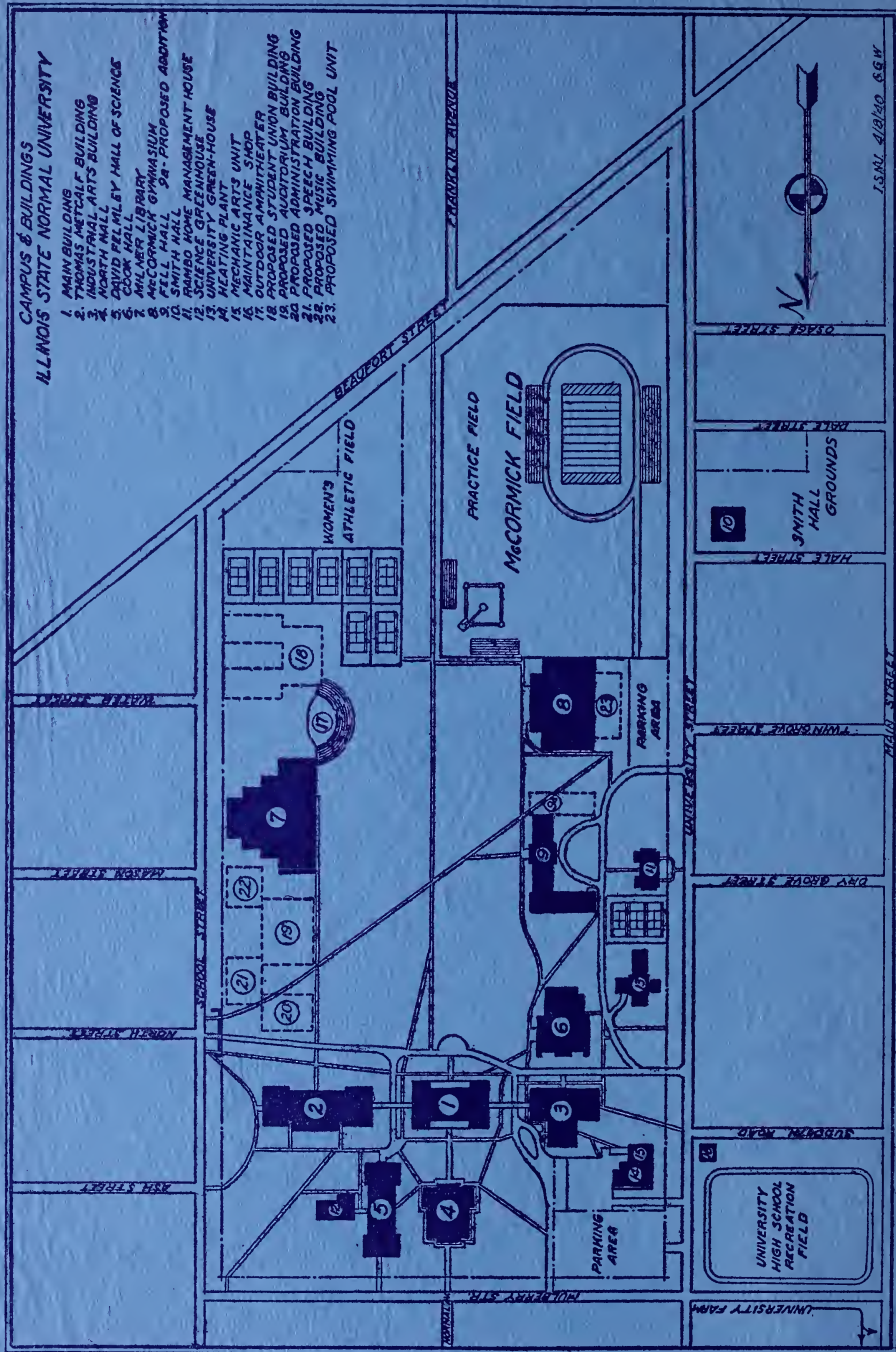
**1942-1943**

**EIGHTY-FOURTH CATALOG ISSUE**

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Campus and Buildings at Illinois State Normal University

STATE OF ILLINOIS

DWIGHT H. GREEN, Governor

# Illinois State Normal University Bulletin

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Eighty-fourth

## ANNUAL CATALOG ISSUE

With Announcements for 1942-1943

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A State College for Teachers

Accredited by  
THE NORTH CENTRAL ASSOCIATION OF COLLEGES AND SECONDARY  
SCHOOLS  
THE AMERICAN ASSOCIATION OF TEACHERS COLLEGES

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BY THE  
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Normal, Illinois

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(191742)





## HOW TO MAKE THE BEST USE OF THIS CATALOG

This brief section is designed to aid present and prospective students to make the best use of a catalog that is necessarily large and detailed. The topics indicated below in *italics* may be found through the Table of Contents. Other items in more detail may be found through the Index in the last pages of the catalog.

### IF YOU ARE AN ENTERING FRESHMAN:

1. Be sure to read carefully the section entitled *Expenses and Financial Aids*. Please read every word before you decide definitely to enroll. Oftentimes students enter a university and then have to drop out after a few weeks or months, because they do not have enough money to pay their expenses, which, while lower here than in most colleges, naturally are much higher than those in high school.
2. If you are interested in learning what extra-curricular activities are found at this University, turn to the subdivision in this section entitled *Student Organizations and Activities*.
3. Study carefully the sections entitled *Admission and Registration* and *Student Life*.
4. After you have decided what you would like to teach, study *Outlines of the Curricula* to see the difference, for example, between elementary and secondary work.
5. The entire section entitled *Regulations Every Student Should Know* is of particular importance to all students.
6. If you have never been on the campus, enjoy a preliminary "visit" to the University through the pictures and through the description found under *Buildings, Campus and General Equipment*.

### IF YOU ARE A TRANSFER STUDENT:

1. Be sure to read the section *General Provisions Concerning Advanced Credits*, in addition to the sections mentioned above.

### IF YOU ARE A FORMER STUDENT:

1. Be certain to read the section, *Requirements for Graduation*.
2. Check with the Registrar and the director of your division on your former credits.

### IF YOU ARE AN UPPERCLASSMAN CONTINUING YOUR WORK:

1. Read the important sections in the catalog on *Scholarship Requirements and Marking System, Promotion of Health, Requirements for Graduation, Teachers' Certificates, and Courses of Instruction*.

# UNIVERSITY CALENDAR

## 1942-1943

### Summer Session 1942

Monday, June 15—Registration for University and University High School.  
Tuesday, June 16—Classwork begins in the University and University High School.  
Tuesday, Wednesday, Thursday, July 21, 22, 23—Educational Conference and Exhibit.  
Friday, August 7—Summer Session ends.

### First Semester 1942

Monday, September 14—Opening of University Elementary School, the University High School, and Off-Campus Affiliated Schools at which time University student teachers report for duty.  
Monday, September 14—Faculty Meeting, 3:00 p.m.  
Tuesday, September 15—Freshmen report as directed, 9:30 a.m.  
(Tuesday, Wednesday, Thursday, and Friday, September 15, 16, 17, and 18 are "Freshman Days" and every entering Freshman must be present during that entire period to complete registration and meet other requirements.)  
Tuesday, September 15—University High School classwork begins.  
Friday, September 18—Registration for Freshmen who have entered previously and for Sophomores, Juniors, and Seniors.  
Monday, September 21—All University classwork begins.  
Friday and Saturday, October 16 and 17—Annual Homecoming.  
Friday, November 6—High School Conference, Urbana.  
Elementary School Conference, Normal. (School not in session.)  
Wednesday, November 11—Armistice Day. (Special Program.)  
Wednesday, November 25—Thanksgiving Vacation begins (noon).  
Monday, November 30—Thanksgiving Vacation ends (8:00 a.m.).  
Friday, December 18—Christmas Vacation begins (5:00 p.m.).

### 1943

Monday, January 4—Christmas Vacation ends (8:00 a.m.).  
Monday, January 25—Thursday, January 28—Semester Examinations.  
Friday, January 29—First Semester ends.

### Second Semester

Monday, February 1—Registration.  
Tuesday, February 2—Classwork begins.  
Friday, February 12—Lincoln's Birthday. (Special Program.)  
Monday, March 8—Central Division of Illinois Education Association. (School not in session.)  
Friday, April 16—Spring Vacation begins (5:00 p.m.).  
Tuesday, April 27—Spring Vacation ends (8:00 a.m.).  
Monday, June 7—Thursday, June 10—Semester Examinations.  
Friday, June 11—Second Semester ends.  
Sunday, June 13—Baccalaureate Exercises.  
Monday, June 14—Alumni Reunion and Luncheon.  
Monday, June 14—University Commencement.

### Summer Session 1943

Monday, June 21—Registration for University and University High School.  
Tuesday, June 22—Classwork begins in the University and University High School.  
Tuesday, Wednesday, Thursday, July 27, 28, 29—Educational Conference and Exhibit.  
Friday, August 13—Summer Session ends.



# STATE OF ILLINOIS

DWIGHT H. GREEN

Governor

## DEPARTMENT OF REGISTRATION AND EDUCATION

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### THE TEACHERS COLLEGE BOARD

#### Ex-Officio Members

FRANK G. THOMPSON

Director of Registration and Education (Springfield)  
Chairman

JOHN A. WIELAND

Superintendent of Public Instruction (Springfield)  
Secretary

#### Appointed Members

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MR. J. D. DILL.....Carbondale  
MISS HARRIET MCINTIRE.....Mendota

##### 1939-1945

MRS JACOB E. ALSCHULER.....Aurora  
MR. CHARLES E. MCMORRIS.....Marshall  
MRS. HELEN ROSE PEGELOW.....Mattoon

##### 1941-1947

DR. PRESTON BRADLEY.....Chicago  
MR. RUSSELL L. GUIN.....Danville  
MR. LINDELL M. STURGIS.....Metropolis

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MR. EDWIN McDONALD, Coordinator.....Springfield

Under the provisions of the Civil Administrative Code the Illinois State Normal University is governed by a board consisting of eleven members known as the Teachers College Board. The Director of Registration and Education is ex-officio chairman of the Teachers College Board and the State Superintendent of Public Instruction is ex-officio its secretary. Nine other members are appointed by the governor for terms of six years. This board is the governing body for the five state teachers colleges of Illinois.

## ADMINISTRATION

### Office of the President

RAYMOND W. FAIRCHILD, Ph.D.....*President of the University*  
DOROTHY W. KING.....*Secretary*  
ELLEN E. SORENSEN, B.Ed.....*Secretary*

### Office of the University Dean

HERMAN H. SCHROEDER, A.M.....*Dean of the University*  
.....*Professor*  
LOTTIE V. BOUNDY, B.Ed.....*Secretary*  
FLOYD T. GOODIER, A.M.....*Director of Integration*  
.....*Associate Professor*

### Office of the Dean of Women

O. LILLIAN BARTON, A.M.....*Dean of Women*  
.....*Associate Professor*  
EDNA B. SLUDER.....*Secretary*  
ANNA L. KEATON, Ph.D.....*Assistant Dean of Women*  
.....*Associate Professor*

### Office of the Dean of Men

RALPH H. LINKINS, A.M.....*Dean of Men*  
.....*Associate Professor*  
CARL BAUMGARDNER . . . . .*Secretary*

### Office of the Director of the Training Schools

JOHN W. CARRINGTON, Ph.D.....*Director of the Training Schools*  
.....*Director of the Bureau of Appointments*  
.....*Professor*  
LORENE A. MEEKER.....*Secretary and Assistant Director of the*  
.....*Bureau of Appointments*  
SARAH FOX . . . . .*Secretary*

### Office of the Registrar and Recorder

ELSIE BRENNEMAN, M.A.....*Director of Admissions and Registrar*  
.....*Assistant Professor*  
ELBA ZANNI . . . . .*Secretary*  
MOREEN KELLEY, B.Ed.....*Assistant to the Registrar*  
FERNE M. MELROSE, B.Ed.....*Recorder*

### Office of Alumni and Publicity

GERTRUDE M. HALL, A.M.....*Director of Alumni Relations*  
.....*Director of Publicity*  
.....*Assistant Professor*  
WILHELMINA RICH . . . . .*Secretary*  
ELLEN E. SORENSEN, B.Ed.....*Alumni Secretary*

### Business Office

LAWRENCE E. IRVIN.....*Business Manager*  
RUTH V. CLEM.....*Secretary and Audit Clerk*  
HELEN RUSSELL . . . . .*Clerk*  
FERNE A. ROSEMAN.....*Cashier*



## STAFF OF INSTRUCTION

### 1941-1942

RAYMOND WILBER FAIRCHILD, Ph.D., LL.D., (1933)\* *President of the University*  
A.B., A.M., University of Michigan; Ph.D., Northwestern University; LL.D., Illinois Wesleyan University; University of Illinois; University of Chicago.

HERMAN HENRY SCHROEDER, A.M., (1913) *Dean of the University and Director of the Summer Session*  
*Professor*  
Ph.B., Cornell College; A.M., University of Chicago; Teachers College, Columbia University.

CHRIS A. DE YOUNG, Ph.D., (1934) *Administrative Assistant to the President and Head of the Department of Education*  
*Professor*  
A.B., Hope College, M.A., Teachers College, Columbia University; Ph.D., Northwestern University.

OLIVE LILLIAN BARTON, A.M., (1906) *Dean of Women*  
*Associate Professor*  
A.B., University of Illinois; A.M., University of Chicago; Illinois State Normal University.

ANNA LUCILE KEATON, Ph.D., (1937) *Assistant Dean of Women*  
*Associate Professor*  
A.B., Southwestern College, Winfield, Kansas; A.M., University of Kansas; Ph.D., University of Chicago.

RALPH HARLAN LINKINS, A.M., (1917) *Dean of Men*  
*Associate Professor*  
A.B., Illinois College; A.M., University of Illinois.

JOHN WESLEY CARRINGTON, Ph.D., (1933) *Director of the Training Schools and Director of the Bureau of Appointments*  
*Professor*  
B.S., A.M., University of Illinois; Ph.D., Northwestern University; Illinois State Normal University; University of Chicago.

FLOYD TOMPKINS GOODIER, A.M., (1935) *Director of Integration*  
*Associate Professor*  
A.B., Colgate University; A.M., Teachers College, Columbia University; University of Chicago.

ELSIE BRENNEMAN, M.A., (1927) *Director of Admissions and Registrar*  
*Assistant Professor*  
B.Ed., Illinois State Normal University; M.A., Northwestern University.

HOWARD WILLIAM ADAMS, S.M., (1909) *Professor of Chemistry*  
*Head of the Department of Physical Science*  
B.S., Iowa State College; S.M., University of Chicago; Armour Institute of Technology; University of Illinois.

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\* NOTE.—Figures in parentheses indicate year of first employment in this University. Institutions listed after highest degree are other schools attended at some time.

- HARRY FRANKLIN ADMIRE, A.M., (1923) *Assistant Professor of Business Education*  
B.Ed., Illinois State Normal University; A.M., University of Illinois; Valparaiso University.
- MABEL CLARE ALLEN, M.A., (1929) *Assistant Professor of Speech*  
A.B., Bradley Polytechnic Institute; M.A., Northwestern University; Central School of Speech, London; Teachers College, Columbia University.
- MARION CAMPBELL ALLEN, M.A., (1927) *Assistant Professor of Art*  
*Acting Director of the Division of Art Education*  
*Acting Head of the Art Department*  
B.A.E., Chicago Art Institute; M.A., Teachers College, Columbia University; Pratt Institute; Chicago Academy of Fine Arts; University of Chicago; University of Illinois; Art Colony, Woodstock, New York.
- MARY SUSAN ARNOLD, A.M., (1939) *Instructor and Supervising Teacher in the Third Grade*  
A.B., Illinois Wesleyan University; B.Ed., Illinois State Normal University; A.M., University of Michigan; University of Colorado.
- EDITH IRENE ATKIN, M.A., (1909) *Associate Professor of Mathematics*  
A.B., University of Michigan; M.A., Teachers College, Columbia University; Michigan State Normal College; University of Chicago.
- WINIFRED H. BALLY, M.A., (1929) *Instructor in Physical Education*  
B.Ed., Illinois State Normal University; M.A., New York University.
- THOMAS MORSE BARGER, M.S., (1913) *Assistant Professor of Physical Science*  
A.B., M.S., University of Illinois; Illinois State Normal University.
- GLADYS L. BARTLE, Ph.D., (1930) *Assistant Professor of Art*  
B.S., M.S., Ph.D., University of Wisconsin; International School of Art; Chicago Academy of Fine Arts.
- MARGARET MURRAY BARTO, M.A., (1928) *Associate Professor of Physical Education*  
*Director of the Division of Health and Physical Education for Women*  
A.B., University of Illinois; M.A., Teachers College, Columbia University; University of Wisconsin.
- ELSIE BERGLAND, M.S., (1932) *Instructor in Physical Education*  
B.S., M.S., University of Wisconsin; University of Michigan.
- \*HARRIETT JOSEPHINE BERNINGER, A.M., (1929) *Assistant Professor of Education*  
A.B., A.M., University of Illinois; Indiana State Teachers College; University of Chicago; Clark University; University of Hawaii.
- WILLIAM ANDREW LAWRENCE BEYER, A.M., (1909) *Professor of Social Science*  
*Head of the Department of Social Science*  
A.B., A.M., Ohio State University; University of Chicago; Columbia University; University of Illinois.
- LISABETH H. BEYNON, Sc.D. in Hygiene, (1940) *Assistant Professor of Biological Science*  
A.B., University of Nebraska; M.S., University of Chicago; Sc.D., in Hygiene, Johns Hopkins University; Columbia University.

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\* Retired January 23, 1942.



- BLAINE BOICOURT, M.A., (1926) *Assistant Professor of Music*  
B.Mus.Ed., Northwestern University; M.A., Teachers College, Columbia University;  
Cincinnati Conservatory of Music; Southern Illinois State Normal University; Illinois  
State Normal University; Juilliard School of Music, New York.
- RICHARD GIBBS BROWNE, Ph.D., (1928) *Associate Professor of Social Science*  
A.B., A.M., University of Illinois; Ph.D., Northwestern University; Southern Illinois  
State Normal University; University of Chicago.
- DOROTHY GARRETT BRUNK, M.A., (1925) *Assistant Professor of  
Social Science*  
B.Ed., Illinois State Normal University; M.A., Teachers College, Columbia University.
- ROSE BURGESS BUEHLER, A.M., (1930) *Assistant Professor and  
Supervising Teacher in the Second Grade*  
B.Ed., Illinois State Normal University; A.M., University of Chicago, Wheaton College.
- MARY ELIZABETH BUELL, M.A., (1926) *Assistant Professor of Home  
Economics*  
Ph.B., University of Chicago; M.A., Teachers College, Columbia University; Uni-  
versity of Illinois; University of California.
- ETHEL M. BURRIS, A.M., (1936) *Assistant Professor of Education*  
Ph.B., A.M., University of Chicago; University of Illinois; Teachers College, Columbia  
University; Harvard University; Oxford University.
- KATHERINE E. CARVER, A.M., (1922) *Assistant Professor of Latin (Emerita)*  
A.B., Valparaiso University; A.B., Cornell University; A.M., University of Chicago;  
University of Wisconsin; University of Illinois.
- HUBERTA CLEMANS, M.A., (1936) *Assistant Professor and Supervising  
Teacher in the Sixth Grade*  
A.B., Cornell College; M.A., Teachers College, Columbia University; University of  
Illinois.
- JOSEPH T. COGDAL, A.M., (1927) *Associate Professor of Physical Education*  
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Illinois State Normal University.
- EDWARD LE ROY COLE, Ed.D., (1931) *Associate Professor of Education*  
A.B., A.M., University of Michigan; Ed.D., University of California; Michigan State  
Normal College.
- FRANCES CONKEY, M.S., (1936) *Associate Professor of Home Economics  
Acting Director of the Division of Home Economics Education  
Acting Head of the Department of Home Economics*  
B.S., James Millikin University; B.S., University of Illinois; M.S., Iowa State College;  
Teachers College, Columbia University.
- MARGUERITE REGINA CONNELL, Ed.D., (1928) *Assistant Professor of Latin*  
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College, Columbia University; University of Chicago; University of Colorado.
- MARGARET COOPER, Ed.D., (1932) *Professor of Education  
Director of the Division of Elementary Education*  
B.A., Carleton College; M.A., Ed.D., Teachers College, Columbia University; State  
Teachers College, Mankato, Minnesota.
- RACHEL MERRILL COOPER, M.D., (1928) *Director of University Health  
Service*  
M.D., University of Illinois; Women's and Children's Hospital, Chicago; New York  
Post Graduate Medical School; Washington University Medical School.

- MABEL PERCIE CROMPTON, S.M., (1924) *Assistant Professor of Geography*  
B.Ed., Illinois State Normal University; S.M., University of Chicago.
- CLARENCE LE ROY CROSS, M.S., (1925) *Associate Professor of Physical Science*  
B.S., State Teachers College, Emporia, Kansas; M.S., University of Iowa; Cornell University.
- ALTA JOSEPHINE DAY, M.A., (1928) *Assistant Professor of Business Education*  
B.A., Lawrence College; M.A., Teachers College, Columbia University; University of California; Gregg College.
- B. ELIZABETH DEAN, M.S., (1934) *Assistant Professor of Biological Science*  
A.B., Ottawa University; M.S., University of Iowa; University of Michigan; University of Wisconsin.
- CHARLES ERNEST DECKER, Ed.D., (1925) *Professor of Education*  
*Director of the Division of Secondary Education*  
A.B., Aurora College; M.A., University of Wisconsin; Ed.D., New York University; Nova Scotia Normal College; University of Illinois.
- † WILLIAM I. DE WEES, M.A., (1937) *Assistant Professor of Agriculture*  
B.S., M.A., University of Illinois; University of Chicago; Fort Hays, Kansas, State Teachers College; The Pennsylvania State College.
- LORA MARY DEXHEIMER, (1902) *Instructor and Supervising Teacher (Emerita)*  
Illinois State Normal University; Teachers College, Columbia University; University of Chicago.
- JESSIE MAY DILLON, (1900) *Instructor and Supervising Teacher (Emerita)*  
Illinois State Normal University; University of Chicago.
- THOMAS JAY DOUGLASS, M.S., (1928) *Assistant Professor of Agriculture*  
B.S., M.S., University of Illinois; National Agricultural School of France; A. E. F. University, France.
- ALVA W. DRAGOO, M.S., (1919) *Assistant Professor of Industrial Arts*  
B.Ed., Illinois State Normal University; M.S., Iowa State College; Eastern Illinois State Teachers College; University of Wisconsin.
- ALICE L. EBEL, A.M., (1934) *Instructor in the Teaching of Social Science*  
A.B., Heidelberg College; A.M., University of Chicago; Northwestern University; University of Southern California; George Peabody College for Teachers.
- CLARA ELIZABETH ELA, (1888) *Instructor in Art (Emerita)*  
Illinois State Normal University; Massachusetts Normal Art School.
- MARGERY ALICE ELLIS, A.M., (1927) *Assistant Professor of French*  
Ph.B., A.M., University of Chicago; University of Paris; Ecole Normale de Seine et Oise, France; Institut Phonétique, University of Paris; Valparaiso University; University of California.
- ROBERT SCOTT ELLWOOD, Ed.D., (1932) *Assistant Professor of the Teaching of Social Science*  
B.S., State Teachers College, Kirksville, Missouri; M.A., University of Alabama; Ed.D., Indiana University; University of Toledo; University of Missouri; Kansas State College; Hillsdale College; St. Stephen's College, New York; Northwestern University.

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† Leave of absence for entire year 1941-1942.



- LURA MARY EYESTONE, B.S., (1901) *Instructor and Supervising Teacher (Emerita)*  
B.S., Teachers College, Columbia University; Illinois State Normal University; University of Chicago; Northwestern University.
- MARIE FINGER, Ph.D., (1936) *Assistant Professor and Supervising Teacher in the Seventh Grade*  
B.A., Lawrence College; M.A., Ph.D., Northwestern University; University of Wisconsin; University of California; University of Washington; Graduate School of International Studies, Geneva, Switzerland; University of Illinois.
- ELINOR BERTHA FLAGG, M.A., (1925) *Assistant Professor of Mathematics*  
B.S., M.S., University of Illinois; Eastern Illinois State Teachers College; University of Chicago; University of Colorado; Washington University.
- ‡KENYON SCOTT FLETCHER, M.A., (1929) *Assistant Professor of Industrial Arts  
Director of the University Press*  
B.S., Stout Institute; M.A., University of Minnesota; Colorado State College; University of Illinois; Dunwoody Institute; The Pennsylvania State College.
- RALPH WALDO FOGLER, M.S., (1927) *Assistant Professor of Physical Science*  
B.S., M.S., University of Illinois; Colorado College of Education.
- THELMA GLADYS FORCE, M.A., (1932) *Assistant Professor of Education*  
B.S., M.A., University of Minnesota; University of Chicago; Moorhead State Teachers College; St. Cloud State Teachers College; Teachers College, Columbia University.
- JOHN EUGENE FRALEY, M.S., (1929) *Assistant Professor of Biological Science*  
B.Ed., Illinois State Normal University; M.S., University of Illinois; University of Michigan; University of Colorado; Northern Illinois State Teachers College.
- BERNICE GERTRUDE FREY, A.M., (1930) *Instructor in Physical Education*  
B.A., Ohio Wesleyan University; A.M., Ohio State University; University of Wisconsin; University of California; University of Colorado.
- †ALBERT CHARLES FRIES, M.S., (1935) *Assistant Professor of Business Education*  
B.S., M.S., University of Illinois; New Mexico Normal University, Las Vegas; Gregg College, Chicago; New York University.
- HAROLD EUGENE FRYE, M.A., (1931) *Assistant Professor of Physical Education*  
B.Ed., University of Akron; M.A., New York University; Ohio State University.
- F. RUSSELL GLASENER, Ph.D., (1935) *Associate Professor of Social Science*  
B.A., Iowa State Teachers College; M.A., Ph.D., University of Iowa.
- EDITH LUCILE GOLDMANN, M.S., (1939) *Instructor in Art*  
B.S., M.S., University of Wisconsin; The Pennsylvania State College.
- RALPH URBAN GOODING, Ph.D., (1931) *Associate Professor of Physical Science*  
B.S., Ph.D., University of Wisconsin.
- NINA E. GRAY, Ph.D., (1935) *Assistant Professor of Biological Science*  
B.A., DePauw University; M.S., Ph.D., University of Wisconsin; Marine Biological Laboratories, Massachusetts; University of Wisconsin Medical School.

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‡ Leave of absence granted 1941-1943.

† Leave of absence granted for entire year 1941-1942.

- JOHN WILLIAM GREEN, M.S., (1939) *Assistant Professor of Agriculture*  
B.S., Purdue University; M.S., University of Illinois; University of Chicago.
- EDNA MAY GUEFFROY, A.M., (1929) *Assistant Professor of Geography*  
B.Ed., Illinois State Normal University; A.M., Clark University; University of Chicago; University of Washington; University of Hawaii.
- LINDER W. HACKER, M.A., (1925) *Associate Professor of Education*  
B.Ed., Illinois State Normal University; M.A., State University of Iowa; Teachers College, Columbia University; University of Illinois.
- ALMA MARY HAMILTON, M.A., (1915) *Assistant Professor of the Teaching of English*  
B.S., Illinois Wesleyan University; B.Ed., Illinois State Normal University; M.A., Teachers College, Columbia University.
- CHESTER MALCOLM HAMMERLUND, M.S., (1929) *Assistant Professor of Industrial Arts*  
B.S., M.S., University of Illinois; Illinois State Normal University.
- HOWARD J. HANCOCK, M.S., (1931) *Associate Professor of Physical Education*  
*Director of Athletics*  
B.S., M.S., University of Wisconsin; Indiana University.
- OLIVIA HANSEN, M.A., (1939) *Instructor in Business Education*  
A.B., Colorado College of Education; M.A., University of Iowa.
- CHARLES ATHIEL HARPER, M.S., (1923) *Associate Professor of Social Science*  
B.S., M.S., University of Illinois; Southern Illinois State Normal University.
- OPAL C. HARTLINE, Ph.D., (1936) *Assistant Professor of Biological Science*  
B.S., McKendree College; M.S., Ph.D., University of Illinois; Washington University; Cold Spring Harbor Biological Station, Long Island, New York; Northern Illinois State Teachers College.
- ANNIE WEZETTE HAYDEN, M.A., (1921) *Assistant Professor and Supervising Teacher in the First Grade*  
Ph.B., University of Chicago; M.A., Teachers College, Columbia University; Southern Illinois State Normal University; University of Illinois.
- STELLA VAN PETTEN HENDERSON, Ed.D., (1933) *Associate Professor of Education*  
B.Ed., Illinois State Normal University; A.M., University of Chicago; Ed.D., Teachers College, Columbia University; Northwestern University.
- RUTH HENLINE, M.A., (1926) *Assistant Professor of English*  
A.B., Illinois Wesleyan University; B.Ed., Illinois State Normal University; M.A., Teachers College, Columbia University.
- FRANCIS W. HIBLER, Ph.D., (1935) *Associate Professor of Psychology*  
A.B., Bethany College, West Virginia; M.A., Ph.D., Ohio State University.
- HERBERT REYNOLDS HIETT, Ph.D., (1937) *Professor of English*  
*Head of the Department of English*  
A.B., Nebraska Wesleyan University, Lincoln; A.M., University of Nebraska; Ph.D., University of Maryland.
- EUGENE LEONARD HILL, M.A., (1929) *Assistant Professor of Physical Education*  
B.Ed., Illinois State Normal University; M.A., University of Iowa; Colorado State College of Education.

- DOROTHY HINMAN, M.A., (1925) *Assistant Professor of English*  
B.A., University of Wisconsin; M.A., Teachers College, Columbia University; Oxford University; University of Illinois.
- F. LINCOLN D. HOLMES, Ph.D., (1935) *Professor of Speech*  
*Director of the Division of Speech Education*  
*Head of the Speech Department*  
A.B., University of Minnesota; A.M., Ph.D., University of Wisconsin; University of Iowa; University of Paris.
- LESLIE A. HOLMES, M.S., (1936) *Associate Professor of Geography*  
B.S., M.S., University of Illinois; University of Iowa.
- MANFRED J. HOLMES, B.L., (1897) *Professor of Education (Emeritus)*  
B.L., Cornell University; State Normal School, Winona, Minnesota; University of Chicago.
- CLIFFORD EMORY HORTON, Ed.D., (1923) *Associate Professor of Physical Education; Director of the Division of Health and Physical Education for Men; Head of the Department of Health and Physical Education*  
B.P.E., Springfield Y.M.C.A. College; A.M., Clark University; Ed.D., Indiana University; University of California; New York University.
- VICTOR M. HOUSTON, Ed.D., (1936) *Associate Professor of Education*  
B.S., A.M., University of Missouri; Ed.D., Teachers College, Columbia University; University of Chicago.
- CLYDE WHITTAKER HUDELSON, M.S., (1920) *Associate Professor of Agriculture; Director of the Division of Agriculture Education*  
*Head of the Department of Agriculture*  
B.S., M.S., University of Illinois; Western Illinois State Teachers College; Illinois State Normal University; Colorado State Agricultural College.
- ESTHER HUME, Ed.M., (1932) *Assistant Professor of Physical Education*  
A.B., Stephens College; Ed.M., Harvard University; University of Wisconsin; University of Missouri; Teachers College, Columbia University.
- ERMA FRANCES IMBODEN, M.A., (1919) *Assistant Professor and Supervising Teacher in the Eighth Grade*  
Ph.B., University of Chicago; M.A., Teachers College, Columbia University; Illinois State Normal University.
- LESLIE M. ISTD, A.M., (1940) *Assistant Professor of Music*  
B.M.E., Northwestern University; A.M., Indiana University; Oregon State College, Corvallis; University of Oregon.
- HOWARD J. IVENS, M.A., (1934) *Assistant Professor of the Teaching of Science*  
A.B., Northern Michigan State Teachers College; M.A., University of Michigan; University of Minnesota.
- EDWARD R. JOHNSON, Ph.D., (1937) *Associate Professor of English*  
A.B., Wittenberg College; M.A., Ph.D., Ohio State University.
- I'ANNA JONTZ, M.A., (1937) *Instructor in Biological Science*  
*University Nurse*  
B.S., Northwestern University; M.A., Teachers College, Columbia University; R.N., Moline Public Hospital.
- JOHN A. KINNEMAN, Ph.D., (1927) *Associate Professor of Social Science*  
A.B., Dickinson College; A.M., University of Pennsylvania; Ph.D., Northwestern University; State Normal School, West Chester, Pennsylvania; University of Chicago.



- EMMA R. KNUDSON, M.S. in Ed., (1934) *Associate Professor of Music*  
*Acting Director of the Division of Music Education*  
*Acting Head of the Department of Music*  
 B.M., American Conservatory of Music; B.S. in Ed., Drake University; M.S. in Ed., Northwestern University; Jewell College; Bush Conservatory of Music; Teachers College, Columbia University; University of Chicago; University of Illinois.
- HAROLD F. KOEPKE, M.A., (1934) *Assistant Professor of Business Education*  
 B.Ed., State Teachers College, Whitewater, Wisconsin; M.A., University of Iowa; University of Illinois; Northwestern University.
- ERNEST M. R. LAMKEY, Ph.D., (1927) *Professor of Biological Science*  
*Head of the Department of Biological Science*  
 A.B., A.M., Ph.D., University of Illinois.
- THOMAS JESSE LANCASTER, A.M., (1919) *Associate Professor of Education*  
 B.Ed., Illinois State Normal University; A.M., University of Chicago; University of Illinois.
- ARTHUR HOFF LARSEN, Ph.D., (1935) *Assistant Professor of Education*  
 B.Ed., State Teachers College, Superior, Wisconsin; Ph.M., Ph.D., University of Wisconsin; University of Chicago.
- HARRY OWEN LATHROP, Ph.D., (1933) *Professor of Geography*  
*Head of the Department of Geography*  
 B.Ed., Illinois State Normal University; S.M., University of Chicago; Ph.D., University of Wisconsin.
- LAVERN E. LAUBAUGH, M.A., (1937) *Assistant Professor of Agriculture*  
 B.S., Michigan State College; M.A., University of Michigan; University of Illinois; Ohio State University.
- WILLIAM R. LUECK, Ph.D., (1936) *Assistant Professor of Education*  
 B.A., M.S., University of North Dakota; Ph.D., University of Iowa.
- BLANCHE MCAVOY, Ph.D., (1926) *Assistant Professor of Biological Science*  
*Supervisor of Student Teaching in Biology*  
 B.A., University of Cincinnati; A.M., Ohio State University; Ph.D., University of Chicago.
- NEVA MCDAVITT, A.M., (1929) *Assistant Professor of Geography*  
 B.Ed., Illinois State Normal University; A.M., Clark University; Teachers College Columbia University; University of Wisconsin.
- CONSTANTINE FRITHIOF MALMBERG, Ph.D., (1928) *Associate Professor*  
*of Psychology*  
 A.B., Bethany College; Ph.D., University of Iowa; Columbia University; Yale University.
- HELEN E. MARSHALL, Ph.D., (1935) *Associate Professor of Social Science*  
 A.B., College of Emporia; M.A., University of Chicago; Ph.D., Duke University; University of Colorado.
- STANLEY S. MARZOLF, Ph.D., (1937) *Assistant Professor of Psychology*  
 A.B., Wittenberg College; M.A., Ph.D., Ohio State University.
- LEE WALLACE MILLER, Ph.D., (1935) *Associate Professor of Biological Science*  
 B.A., Goshen College; M.S., Ph.D., University of Iowa; University of Kansas; University of Colorado.
- MARION G. MILLER, M.A., (1937) *Instructor in Art*  
 Ph.B., University of Chicago; M.A., University of California; University of Illinois; Academy of Fine Arts, Chicago; Summer School of Painting, Saugatuck, Michigan.

- CLIFFORD NEWTON MILLS, Ph.D., (1925) *Professor of Mathematics*  
*Head of the Department of Mathematics*  
 B.S., Franklin College; A.M., Indiana University; Ph.D., University of Wisconsin;  
 University of Michigan.
- CLIFFORD WALTER MOORE, M.A., (1928) *Assistant Professor of Social Science*  
 B.Ed., Illinois State Normal University; M.A., University of Illinois.
- THELMA NELSON, M.A., (1931) *Assistant Professor of English*  
 B.A., Des Moines University; M.A., Teachers College, Columbia University; Uni-  
 versity of Illinois; University of Colorado; Washington University.
- ADNAH CLIFTON NEWELL, B.S. in E.E., (1910) *Professor of Industrial*  
*Arts (Emeritus)*  
 B.S. in E.E., University of Michigan; Bay View Summer University; Teachers Col-  
 lege, Columbia University; Cummings School of Art, Des Moines, Iowa.
- ROWENA FOLEY NOE, M.A., (1932) *Assistant Professor of Education*  
*and Supervising Teacher in the Kindergarten*  
 A.B., University of Kentucky; M.A., Teachers College, Columbia University; National  
 College of Education; University of Southern California.
- BURTON L. O'CONNOR, M.A., (1937) *Assistant Professor of the Teaching of*  
*Physical Education; Director of University High School Athletics*  
 B.A., Cornell College; M.A., University of Iowa.
- ALICE ROXANNE OGLE, M.A., (1932) *Instructor in Art*  
 A.B., Colorado College of Education; M.A., Teachers College, Columbia University.
- GERDA OKERLUND, Ph.D., (1931) *Associate Professor of English*  
 A.B., A.M., Ph.D., University of Washington; University of California; University  
 of Michigan; Stanford University; University of Chicago.
- CLARENCE ORR, A. M., (1929) *Associate Professor of Social Science*  
*Director of Extension*  
 A.B., A.M., University of Illinois; University of Iowa; Des Moines University;  
 James Millikin University; The Pennsylvania State College.
- GEORGE MERIT PALMER, A.M., (1923) *Professor of English*  
 A.B., A.M., University of Illinois; Illinois State Normal University.
- ROSE ETOILE PARKER, Ph.D., (1931) *Associate Professor of Education*  
*Acting Director of the Division of Rural Education*  
 B.A., University of North Dakota; A.M., University of Chicago; Ph.D., University  
 of Wisconsin.
- HARLAN W. PEITHMAN, M.S. in Ed., (1937) *Assistant Professor of Music*  
 A.B., Central Wesleyan College, Warrenton, Missouri; B.M., M.S. in Ed., North-  
 western University; Williams Band and Orchestra School, Saugerties, New York;  
 Internationale Mozarteum, Salzburg, Austria.
- MARGARET KATHERINE PETERS, M.S., (1930) *Assistant Professor of*  
*Business Education*  
 B.S., Indiana University; M.S., New York University; University of Chicago; Cam-  
 bridge University; University of Washington.
- HARVEY ANDREW PETERSON, Ph.D., (1909) *Professor of Psychology*  
*Head of the Department of Psychology*  
 A.B., University of Chicago; A.M., Harvard University; Ph.D., University of Chicago.
- †HENRY A. POPPEN, M.S., (1934) *Instructor in the Teaching of Mathematics*  
 B.S., Kansas Wesleyan University; M.S., Northwestern University; University of  
 Chicago; University of Illinois; George Peabody College for Teachers.

† Leave of absence granted for entire year, 1941-1942.

- LAURA HAYES PRICER, Ph.M., (1911) *Associate Professor of English*  
B.S., Vanderbilt University; Ph.M., University of Chicago; University of Iowa.
- RALPH W. PRINGLE, M.S., (1913) *Professor of Education (Emeritus)*  
B.S., St. Lawrence University; A.B., Harvard University; M.S., St. Lawrence University.
- JOHN CULVER RAGLAN, M.S., (1941) *Instructor in Business Education*  
B.Ed., Illinois State Normal University; M.S., University of Colorado.
- AGNES FRASER RICE, M.A., (1927) *Associate Professor of Education*  
Ph.B., University of Chicago; M.A., Teachers College, Columbia University; State Teachers College, Mankato, Minnesota.
- T. E. RINE, M.S., (1941) *Instructor in the Teaching of Mathematics*  
B.Ed., State Teachers College, LaCrosse, Wisconsin; M.S., University of Iowa.
- JOSEPHINE ROSS, M.A., (1926) *Assistant Professor of Home Economics*  
B.S., MacMurray College; M.A., Teachers College, Columbia University; University of Colorado; University of Chicago; Oregon State Agricultural College; University of Wisconsin.
- BERTHA MAY ROYCE, Ph.D., (1925) *Assistant Professor of Biological Science*  
B.A., Wellesley College; A.M., Columbia University; Ph.D., University of Washington; University of Illinois; North Central College.
- ELIZABETH RUSSELL, M.A., (1935) *Assistant Professor and Supervising Teacher in the Fourth Grade*  
A.B., University of Iowa; M.A., Teachers College, Columbia University; George Peabody College for Teachers.
- GRACE REBECCA SHEA, M.A., (1927) *Instructor and University Nurse*  
R.N., Benjamin Bailey Sanitarium; B.S., Nebraska Wesleyan University; M.A., Teachers College, Columbia University; Illinois State Normal University; University of Nebraska.
- WAYNE F. SHERRARD, M.M. in Ed., (1938) *Assistant Professor of Music*  
B.F.A. in Ed., University of Nebraska; M.M. in Ed., Eastman School of Music, Rochester, New York.
- LEON SHELDON SMITH, A.M., (1925) *Assistant Professor of Physical Science*  
A.B., Albion College; A.M., University of Michigan; University of Paris; University of Iowa; University of Chicago.
- FRED S. SORRENSON, Ph.D., (1920) *Associate Professor of Speech*  
A.B., Mt. Morris College; B.E., M.E., Columbia College of Drama and Radio; M.A., Ph.D., University of Michigan; State Teachers College, Mt. Pleasant, Michigan; Teachers College, Columbia University; Harvard University; University of Chicago.
- ETHEL GERTRUDE STEPHENS, M.A., (1919) *Assistant Professor of the Teaching of Social Science*  
A.B., University of Illinois; M.A., Columbia University; Illinois State Normal University; University of Chicago; University of Colorado.
- RAY M. STOMBAUGH, Ph.D., (1935) *Professor of Industrial Arts*  
*Director of the Division of Industrial Education*  
*Head of the Industrial Arts Department*  
B.S., Stout Institute; M.A., Ph.D., Teachers College, Columbia University; University of Michigan; Western State Teachers College, Kalamazoo, Michigan; Central State Teachers College, Mt. Pleasant, Michigan.



- RUTH STROUD, M.S., (1930) *Assistant Professor of the Teaching of English*  
B.S., M.S., University of Illinois; James Millikin University; Southern Illinois State Normal University; University of Southern California.
- EDWIN G. STRUCK, M.S., (1935) *Assistant Professor of Physical Education*  
A.B., De Pauw University; M.S., Indiana University; University of Missouri; University of Illinois.
- LUCY LUCILE TASHER, Ph.D., (1935) *Associate Professor of Social Science*  
Ph.B., J.D., A.M., Ph.D., University of Chicago; University of Southern California.
- FLORENCE EVELYN TEAGER, Ph.D., (1931) *Associate Professor of English*  
B.A., M.A., Ph.D., University of Iowa; University of Chicago.
- KATHERINE THIELEN, M.S., (1935) *Instructor in Physical Education*  
B.S., University of Iowa; M.S., University of Wisconsin.
- CHRISTINE AUGUSTA THOENE, M.A., (1918) *Assistant Professor and Supervising Teacher in the Fifth Grade*  
A.B., Iowa State Teachers College; M.A., Teachers College, Columbia University; University of Chicago; University of Illinois.
- GLADYS TIPTON, M.S. in Ed., (1936) *Assistant Professor of Music*  
B.F.A. in Ed., University of Nebraska; M.S. in Ed., Northwestern University; Syracuse University; University of Illinois.
- BERNICE ALVINA TUCKER, A.M., (1932) *Assistant Professor of the Teaching of Home Economics*  
B.S., University of Nebraska; A.M., University of Chicago; State Teachers College, Kearney, Nebraska; Teachers College, Columbia University.
- †DALE B. VETTER, M.A., (1941) *Assistant Professor of the Teaching of English*  
A.B., North Central College, Naperville; M.A., Northwestern University; University of Chicago.
- ESTHER VINSON, A.M., (1926) *Associate Professor of English*  
A.B., B.S., A.M., University of Missouri; University of Wisconsin; University of Iowa; University of Chicago.
- SHERMAN G. WAGGONER, Ph.D., (1936) *Professor of Education Principal of University High School*  
B.A., Ball State Teachers College; M.A., Ph.D., University of Iowa.
- NELL BLYTHE WALDRON, Ph.D., (1934) *Associate Professor of Social Science*  
B.A., M.A., Ph.D., Northwestern University; Kansas State Teachers College; University of Chicago.
- MAE CLARK WARREN, M.S., (1936) *Assistant Professor of Home Economics; Director of Fell Hall*  
B.S., M.S., Iowa State College.
- MARY DOROTHY WEBB, M.A., (1930) *Assistant Professor of the Teaching of Business Education*  
B.A., Lawrence College; M.A., University of Wisconsin; University of Chicago; Teachers College, Columbia University.
- DONALD LeROY WEISMANN, Ph.M., (1940) *Assistant Professor of Art*  
B.E., Milwaukee State Teachers College; Ph.M., University of Wisconsin; University of Minnesota; Harvard University.
- MARGARET MARY WESTHOFF, M.S., (1933) *Instructor in Music*  
B.Ed., Illinois State Normal University; M.S., Northwestern University; Teachers College, Columbia University.

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† Leave of absence granted for the second semester, 1942-1943.

- JENNIE ALMA WHITTEN, Ph.D., (1919) *Associate Professor of Modern Languages, Head of the Department of Foreign Languages*  
A.B., A.M., University of Illinois; Ph.D., University of Wisconsin; Northern Illinois State Teachers College; University of Grenoble; University of Chicago.
- \*FLORA M. WILDER, Ph.D., (1936) *Assistant Professor of Education*  
B.A., M.A., Ph.D., University of Wisconsin; University of Chicago.
- ARTHUR ROWLAND WILLIAMS, A.M., (1914) *Associate Professor of Business Education; Director of the Division of Business Education; Head of the Department of Business Education*  
A.B., Kenyon College; A.M., University of Illinois; University of Chicago.
- LELA WINEGARNER, A.M., (1933) *Instructor in the Teaching of English*  
B.Ed., Illinois State Normal University; A.M., University of Chicago; University of Colorado.
- RUTH V. YATES, M.A., (1935) *Assistant Professor of Speech*  
B.A., Cornell College; M.A., Teachers College, Columbia University; Phidelah Rice School of Speech, Boston; University of Iowa; University of Wisconsin; University of Southern California.
- JESSE EMMERT YOUNG, Ph.D., (1939) *Assistant Professor of Biological Science*  
A.B., Manchester College, Indiana; M.S., Ph.D., Purdue University.
- ORVILLE L. YOUNG, M.S., (1939) *Assistant Professor of Agriculture*  
B.S., Purdue University; M.S., Ohio State University; Cornell University.

#### FACULTY ASSISTANTS

- BEN J. FAWVER, B.Ed., (1941) *Assistant in Physical Science*  
B.Ed., Illinois State Normal University.
- WILLIAM V. WHITE, B.Ed., (1934) *Assistant in Printing*  
B.Ed., Illinois State Normal University; University of Illinois.

#### LIBRARY STAFF

- ELEANOR WEIR WELCH, M.S., (1929) *Associate Professor and Head Librarian*  
A.B., Monmouth College; M.S., School of Library Service, Columbia University; Library School, University of the State of New York.
- LUCILE ZEDA CROSBY, M.S. in L.S., (1940) *Assistant Librarian*  
A.B., Friends University; B.L.S., M.S. in L.S., University of Illinois Library School.
- CLARA LOUISE GUTHRIE, M.S., (1932) *Instructor and Assistant Librarian*  
A.B., Hastings College; B.S., M.S., Library School, University of Illinois.
- EDNA IRENE KELLEY, B.Ed., (1913) *Assistant Librarian*  
B.Ed., Illinois State Normal University.
- MILDRED KERR, A.M., (1935) *Instructor and Assistant Librarian*  
A.B., Baker University; A.M., University of Chicago; B.S. in L.S., Library School, University of Illinois.
- MARGARET LAWRENCE, M.A., (1939) *Assistant Librarian*  
B.A., University of Nebraska; B.S. in L.S., Library School, University of Illinois; M.A., University of Nebraska.
- GERTRUDE ANDREWS PLOTNICKY, (1913) *Assistant Librarian*  
Chicago Public Library Training School; University of Wisconsin.

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\* Resigned January 23, 1942.

- GENEVIEVE ANNA POHLE, M.A., (1923) *Assistant Librarian*  
A.B., University of Wisconsin; M.A., Graduate Library School, University of Michigan;  
Library School, University of Wisconsin; Graduate Library School, University of  
Chicago.
- RUTH ZIMMERMAN, M.A., (1935) *Assistant Professor and Assistant Librarian*  
B.S., Kansas State Teachers College, Emporia; M.A., University of Minnesota; Harvard  
University.

### AFFILIATED SCHOOLS

#### ILLINOIS SOLDIERS' AND SAILORS' CHILDREN'S SCHOOL

- CHRISTIAN EDWARD HARPSTER, M.A., (1928) *Assistant Professor of Education*  
*Principal of Illinois Soldiers' and Sailors' Children's School*  
B.Ed., Illinois State Normal University; M.A., University of Iowa.
- MAY GOODWIN, A.M., (1920) *Instructor and Supervising Teacher in*  
*Junior High School; Assistant Principal*  
B.Ed., Illinois State Normal University; A.M., University of Illinois; University of  
Wisconsin.
- GRACE FULLER ANDERSON, B.Ed., (1920) *Instructor and Supervising*  
*Teacher in the Second Grade*  
B.Ed., Illinois State Normal University.
- VEDA BOLT BAUER, B.Ed., (1923) *Instructor and Supervising Teacher*  
*in the Junior High School*  
B.Ed., Illinois State Normal University; Eastern Illinois State Teachers College;  
Illinois Wesleyan University; University of Illinois.
- RAYMOND CHERRY M.A., (1942) *Instructor and Supervisor of Vocational Work*  
B.S., Parsons College, Fairfield, Iowa; B.S., The Stout Institute; M.A. University of  
Missouri.
- ALINE RUTH ELLIOTT, M.A., (1942) *Instructor and Supervising Teacher*  
*in Physical Education*  
B.S., Emporia State Teachers College; M.A., University of Iowa; University of  
Southern California; Kansas State Teachers College, Pittsburgh.
- MARGARET IRENE FALSTAD, M.S., (1940) *Instructor and Supervising*  
*Teacher in Home Economics*  
B.S., University of Minnesota; M.S., University of Wisconsin.
- NADINE FILLMORE, M.A., (1940) *Instructor and Supervising Teacher*  
*in the Third Grade*  
B.A., University of Iowa; M.A., Northwestern University.
- JOHN FRANCIS FOY, B.S. in Phys. Ed., (1937) *Instructor and Supervising*  
*Teacher in Physical Education*  
B.S., Notre Dame University; New York University.
- JOHN H. FRENCH, A.M., (1941) *Instructor and Supervising Teacher*  
*in the Junior High School*  
B.Ed., Illinois State Normal University; B.J., A.M., University of Missouri; Uni-  
versity of Illinois.
- MAX HONN, A.B., (1932) *Instructor and Supervisor of Vocational Work*  
A.B., Illinois Wesleyan University; The Pennsylvania State College.
- JOHN EDGAR HOUGHTON, A.M., (1936) *Instructor and Supervisor of*  
*Vocational Work*  
B.S., A.M., University of Illinois; Lincoln College; Northwestern University; Illinois  
State Normal University.



- \*M. FAYE KELLEY, M.A., (1938) *Instructor and Supervising Teacher  
in Physical Education*  
B.A., Iowa State Teachers College; M.A., New York University; National Recreational  
School, New York City.
- MILDRED O'MALIA KELLY, A.M., (1930) *Instructor and Supervising Teacher  
in the Sixth Grade*  
B.Ed., Illinois State Normal University; A.M., University of Illinois.
- CLARA KEPNER, A.M., (1930) *Instructor and Supervising Teacher  
in the Fourth Grade*  
B.Ed., Illinois State Normal University; A.M., University of Illinois; Colorado State  
College of Education.
- FRED JOHN KNUPPPEL, A.M., (1925) *Instructor and Supervising Teacher  
in Artcrafts*  
B.Ed., Illinois State Normal University; A.M., Colorado State College of Education.
- CHARLIE NEWTON, B.Ed., (1937) *Instructor and Supervising Teacher  
in Instrumental and Vocal Music  
Director of Band and Orchestra*  
B.Ed., Illinois State Normal University; University of Iowa.
- GERTRUDE P. O'CONNOR, M.A., (1937) *Instructor and Supervising Teacher  
in Special Room Work*  
B.A., Ohio State University; M.A., Northwestern University.
- HENRI REUBELT PEARCY, Ph.D., (1940) *Director of Religious Education*  
A.B., University of Louisville; Th.D., Southern Baptist Seminary, Louisville; B.D.,  
Presbyterian Seminary, Louisville; M.A., University of Louisville; Ph.D., University of  
Chicago.
- LOUISE PEDIGO, M.S., (1937) *Instructor and Supervising Teacher  
in the Junior High School*  
A.B., John B. Stetson University, Deland, Florida; M.S., University of Chicago;  
University of Florida, Gainesville; Florida State College for Women, Tallahassee;  
University of Wyoming.
- MERRIL EUGENIA POPE, M.A., (1939) *Instructor and Supervising Teacher  
in Special Room Work*  
A.B., Phillips University, Enid, Oklahoma; M.A., Teachers College, Columbia Uni-  
versity; Kansas State Teachers College, Emporia; National University of Mexico,  
Mexico City; University of Southern California.
- MABLE ANN PUMPHREY, B.S., (1920) *Instructor and Supervising Teacher  
in the Fifth Grade*  
B.S., Illinois Wesleyan University; Illinois State Normal University; Clark University;  
University of Illinois.
- ALICE LOLETA RALSTON, M.A., (1937) *Instructor and Supervising Teacher  
in the First Grade*  
B.S. in Ed., University of Oklahoma; M.A., University of Chicago.
- RALPH BROWN RIGGS, M.A., (1938) *Instructor and Supervising Teacher  
in the Junior High School*  
B.A., Southwestern College, Winfield, Kansas; M.A., Northwestern University.

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\* Resigned February 6, 1942.

JOSEPHINE SHEA, M.A., (1929) *Instructor and Supervising Teacher  
in the Sixth Grade*  
B.Ed., Illinois State Normal University; M.A., Teachers College, Columbia University; University of Iowa.

LEWIS GORDON STONE, Ph.D., (1936) *Instructor and Supervising Teacher  
in the Junior High School*  
B.A., State Teachers College, Valley City, North Dakota; M.A., Northwestern University; Ph.D., New York University; University of Illinois.

THALIA J. TARRANT, M.A., (1935) *Instructor and Supervising Teacher  
in the Fifth Grade*  
B.S., M.A., University of Missouri; University of Illinois; Southwest Missouri State Teachers College.

GRACE L. TUCKER, B.Ed., (1924) *Instructor and Supervising Teacher  
in the Kindergarten*  
B.Ed., Illinois State Normal University; University of Wisconsin; University of Iowa.

#### TOWANDA PUBLIC SCHOOLS

GEORGE WILLIAM BODECKER, M.S., (1939) *Acting Superintendent of  
Towanda Schools*  
B.E., Western Illinois State Teachers College; B.S., M.S., University of Illinois.

NEPHA EYMAN, B.Ed., (1937) *Instructor and Supervising Teacher  
in the First and Second Grades*  
B.Ed., Illinois State Normal University; Northwestern University.

†RUTH CHARLOTTE HUGGINS, M.A., (1937) *Instructor in the Teaching  
of English and Latin*  
A.B., Knox College, Galesburg, Illinois; M.A., University of Illinois; Wellesley College; University of Chicago.

RUBY M. HUNDLEY, A.B., (1937) *Instructor and Supervising Teacher  
in the Seventh and Eighth Grades*  
A.B., Iowa State Teachers College; University of Iowa; Columbia University.

HARRIET MAXINE KIMBALL, M.S., (1941) *Instructor in the Teaching of  
Social Science and Physical Education*  
B.S., M.S., University of Illinois.

LUCILE KLAUSER, M.A. in Ed., (1942) *Instructor in the Teaching of  
English and Latin*  
B.A., DePauw University; M.A. in Ed., University of Illinois.

GLADYS E. LAUBHAN, M.A., (1937) *Instructor and Supervising Teacher  
in the Fifth and Sixth Grades*  
B.Ed., Illinois State Normal University; M.A., Northwestern University.

FAYE EMMA MANSFIELD, B.Ed., (1941) *Instructor and Supervising Teacher  
in the Third and Fourth Grades*  
B.Ed., Illinois State Normal University; University of Missouri; Teachers College, Columbia University.

ERNESTINE WENE, B.Ed., (1937) *Instructor in the Teaching of  
Business Education*  
B.Ed., Illinois State Normal University; New York University.

J. ROBERT WILLIAMS, A.M., (1941) *Instructor in the Teaching of  
Mathematics and Physical Education; Director of Athletics*  
B.Ed., Southern Illinois Normal University; A.M., University of Illinois.

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† Leave of absence until September, 1943.

## RURAL SCHOOLS

- WANETA SEDGWICK CATEY, B.S., (1936) *Instructor and Supervisor of Student Teaching in the Walker School*  
B.S., University of Illinois; Eastern Illinois State Teachers College; Colorado State College of Education.
- INEZ WHITTENBERG CHRISTEN, M.S. in Ed., (1934) *Instructor and Supervisor of Student Teaching in the Maple Grove School*  
B.Ed., Illinois State Normal University; M.S. in Ed., Northwestern University; University of Chicago.
- DEWEY FRISTOE, Ed.D., (1931) *Instructor and Supervisor of Student Teaching in the Houghton School*  
B.Ed., Illinois State Normal University; A.M., Colorado State College of Education; Ed.D., New York University; University of Illinois.
- LOIS A. FRISTOE, B.Ed., (1931) *Instructor and Supervisor of Student Teaching in the Houghton School*  
B.Ed., Colorado State College of Education; Illinois State Normal University; University of Illinois; Teachers College, Columbia University.

## SUMMER SESSION 1942

## EAST BAY SOCIAL STUDIES LABORATORY

Lake Bloomington

August 10 to August 29

- ROBERT SCOTT ELLWOOD, Ed.D., (1932) *Director and Consultant in Secondary Social Studies*  
B.S., State Teachers College, Kirksville, Missouri; M.A., University of Alabama; Ed.D., Indiana University; University of Toledo; University of Missouri; Kansas State College; Hillsdale College; St. Stephen's College, New York; Northwestern University. (Illinois State Normal University.)
- ADRA MAY HEISE *Dean of Women and Social Chairman*  
Bowling Green State University, Ohio.
- BRYAN HEISE, Ph.D. *Consultant in Guidance and Elementary Social Studies*  
A.B., A.M., Ohio State University; Ph.D., University of Michigan. (Eastern Illinois State Teachers College.)
- MARGARET HENDERSON, M.A. *Consultant in Elementary Social Studies*  
B.Ed., Western Illinois State Teachers College; M.A., University of Iowa. (Elementary Schools, Highland Park, Illinois.)
- LESLIE A. HOLMES, M.S., (1936) *Consultant in Geography*  
B.S., M.S., University of Illinois; University of Iowa. (Illinois State Normal University.)
- ROBERT E. KEOHANE, A.M. *Consultant in Secondary Social Studies Subject Matter*  
A.B., William Jewell College; A.M., University of California; University of Chicago. (Instructor in Social Studies in the College of the University of Chicago.)



# FACULTY STANDING COMMITTEES

SCHOOL YEAR 1941-1942

*Apportionment*—L. W. Miller (Chairman), H. W. Adams (Secretary), Elsie Brenneman, Alta J. Day.

*Athletics*—C. E. Horton (Chairman), H. J. Hancock (Secretary), J. W. Green, E. L. Hill, Esther Hume, H. J. Ivens, J. E. Young.

*Entertainments, Lectures, and Concerts*—J. E. Fraley (Chairman), Harry F. Admire, C. L. Cross, Margaret K. Peters, W. F. Sherrard, Katherine Thielen.

*Forensics*—F. L. D. Holmes (Chairman), Mabel C. Allen, C. A. Harper, Leslie M. Isted, F. S. Sorrenson.

*Government Relations and Americanism*—T. J. Douglass (Chairman), Lucy Lucile Tasher (Vice Chairman), W. F. Sherrard (Secretary), E. L. Cole, Ruth Zimmerman.

*Graduate Work*—C. A. De Young (Chairman), Stella V. Henderson (Secretary), W. A. L. Beyer, H. R. Hiatt, H. O. Lathrop, R. M. Stombaugh, Jennie A. Whitten.

*Library*—W. A. L. Beyer (Chairman), Alta J. Day (Secretary), Mabel Crompton, W. I. De Wees, Stella V. Henderson, E. M. R. Lamkey, Helen E. Marshall, Gerda Okerlund, Eleanor W. Welch.

*Museums*—C. A. Harper (Chairman), Edna M. Gueffroy (Secretary), Opal C. Hartline, C. W. Hudelson, E. M. R. Lamkey, Nell B. Waldron, Eleanor W. Welch.

*Public Relations*—Gertrude M. Hall (Chairman), R. U. Gooding (Vice Chairman), Bertha M. Royce (Secretary), Elsie Brenneman, J. W. Carrington, C. A. De Young, F. T. Goodier, C. M. Hammerlund, H. J. Hancock, C. A. Harper, F. L. D. Holmes, C. W. Hudelson, E. R. Johnson, Emma R. Knudson, Helen E. Marshall, Clarence Orr, S. G. Waggoner.

*Radio*—Helen E. Marshall (Chairman), Mary S. Arnold (Secretary), Margaret Barto, Gertrude M. Hall, Arthur H. Larsen, H. W. Peithman, Ruth Yates.

*Social*—Bertha M. Royce (Chairman), Margery A. Ellis, Bernice Frey, E. L. Hill, H. W. Peithman, Bernice Tucker, D. L. Weismann.

*Student Assistance*—R. H. Linkins (Chairman), J. W. Green (Secretary), O. Lillian Barton, Margery A. Ellis, F. R. Glasener, Dorothy Hinman, H. H. Schroeder.

*Student Life and Welfare*—O. Lillian Barton (Chairman), R. H. Linkins (Vice Chairman), Anna L. Keaton (Secretary), M. Regina Connell, Rachel M. Cooper, Elizabeth Dean, C. E. Horton, V. M. Houston, Neva McDavitt, Elizabeth Russell, R. M. Stombaugh, Mae C. Warren.

*Student Personnel*—V. M. Houston (Chairman), Elsie Brenneman (Vice Chairman), Marie Finger (Secretary), R. G. Browne, L. A. Holmes.

*Student Publications*—Esther Vinson (Chairman), Ruth Henline (Secretary), Herbert R. Hiatt, Lawrence E. Irvin, E. R. Johnson, Florence Taeger, D. L. Weismann.

*Tests*—Stanley S. Marzolf (Chairman), Esther Vinson (Secretary), C. F. Malmberg, C. N. Mills, J. A. Kinneman, Rose E. Parker.

The President and the Dean of the University are ex-officio members of all committees. The Registrar is Secretary of the Faculty.

## UNIVERSITY SENATE

R. W. Fairchild (Chairman), H. H. Schroeder (Vice-Chairman), Elsie Brenne-  
man (Secretary), H. W. Adams, Marion Allen, Margaret Barto, O. Lillian  
Barton, W. A. L. Beyer, J. W. Carrington, Frances Conkey, Margaret Cooper,  
C. E. Decker, C. A. De Young, F. T. Goodier, Gertrude M. Hall, C. E.  
Harpster, Herbert R. Hiett, F. L. D. Holmes, C. E. Horton, C. W. Hudel-  
son, Anna L. Keaton, Emma R. Knudson, E. M. R. Lamkey, H. O. Lathrop,  
R. H. Linkins, C. N. Mills, Rose E. Parker, H. A. Peterson, R. M. Stom-  
baugh, S. G. Waggoner, Mae C. Warren, Eleanor W. Welch, Jennie A.  
Whitten, A. R. Williams.

## ADMINISTRATIVE COUNCIL

R. W. Fairchild (Chairman), H. H. Schroeder (Vice-Chairman), Elsie Brenne-  
man (Secretary), O. Lillian Barton, J. W. Carrington, C. A. De Young,  
F. T. Goodier, Anna L. Keaton, R. H. Linkins.

## WAR SERVICE COUNCIL

C. A. DeYoung, *Coordinator*

*Faculty Committee Chairmen*

*Student Committee Chairmen*

### WAR FUNDS BOARD

H. H. Schroeder

James Finley

### WAR LITERATURE AND LIBRARY BOARD

Laura Pricer

Mary Kay Herrmann

### STUDENT WAR ACTIVITIES BOARD

Bernice Tucker

Marie McKee

### COMMUNITY WAR SERVICE BOARD

J. W. Carrington

Robert Hurdle

### WAR RECORDS BOARD

Gertrude M. Hall

Gilbert Wilkinson

### GOVERNMENT RELATIONS AND AMERICANISM BOARD

T. J. Douglass

Elston Roady

### CURRICULAR ADJUSTMENTS BOARD

Floyd T. Goodier

Philip Porter

# ADMISSION AND REGISTRATION

## SELECTIVE ADMISSION

Beginning with the 1935-36 school year, Illinois State Normal University because of limitation of the physical plant was forced to operate with certain limitations upon student enrollment. A first attempt by the Teachers College Board to limit the total enrollment of the University later resulted in a more satisfactory solution through the limitation of the freshman class to seven hundred students. By strict adherence to this limitation it was expected that the total enrollment for any given semester of a regular school year would not exceed two thousand students. No limit has been placed upon the enrollment in the summer session.

Now with decidedly changed conditions, altered as a result of: (1) the war and the resultant scarcity of teachers; (2) more classroom space being available through the construction and opening of Milner Library and the making of the old library into classrooms; (3) the present economic situation; and, (4) the new state high school testing program which will give additional information about candidates for admission, it seems desirable to make certain alterations in the admission policy of the University.

Although Illinois State Normal University will continue to be interested in admitting the type of high school graduates that may be developed into successful teachers, such as principals and superintendents would be willing to employ in their own schools, it is evident that since test results are available and since much more is being done in personnel work, it is now possible to give consideration to those fourth quarter students whose credentials indicate that they might be successful in their college work. The frank reactions of principals as to the probable success of the applicant and their recommendations concerning admission serve to aid the admissions office in being fair to all persons seeking admission to the University. This refers to all students including those in the upper three fourths of their classes.

For the duration of the war emergency Illinois State Normal University as a professional school will cooperate to the limit of its facilities by admitting qualified persons to non-teacher-preparation courses. Facilities will be provided and programs organized to meet the various needs and expectations of military and other government agencies.

In the present emergency the teaching profession makes greater demands in qualifications, and, consequently, those who seek to enter the profession should possess those physical, mental, personal, and social characteristics which are essential. Good health, a reasonable degree of intellectual ability, tact, common sense, adaptability, a sense of humor and optimism are essential qualifications. Though the Illinois State Normal University has not attempted to set up formal tests to determine whether or not an applicant is fitted to take up the preparation for the teaching profession, certain standards are used to help select those who will probably be most successful. The application for admission filled out by the student includes: a record of the student's age, health, family background, and interests; a chronological record of his school life beyond the eighth grade; a record of participation and achievement in activities in the secondary school; and, choices as to the curriculum to be followed. The transcript of high school credits and grades



as well as a confidential report given by the high school principal concerning the student's personal qualifications also play an important part in selective admission.

Admission has been further conditioned on the availability of openings in the department to which entrance is sought in view of the quota of entering students the department in question is permitted to accept. All departments have established a quota for new students on the basis of the following considerations:

1. The number of students for which teaching staff, housing, and equipment are available in the department.
2. The number of students from the department who may reasonably be expected to obtain positions when they have been graduated.
3. The number of students on whom a distinctive impression may be made by the department in order that they may develop into superior teachers.

It is important, therefore, to apply for admission as soon as possible after the completion of high school work in order not to be disappointed in the possibility of entering the field desired. It has been found, too, that in many cases it is difficult to get a statement of the high school record at a later time since part of it must be made by the principal or superintendent, who may be away in school or on a vacation where he will not have access to the necessary records.

Attention is invited to careful consideration of the following qualifications for admission.

1. Applicants for admission must be graduates of recognized or accredited high schools.

2. Certain scholastic qualifications beyond the minimum required for high school graduation are expected from those planning to educate themselves for the teaching profession. Careful consideration is given to the items enumerated in the last paragraph on the preceding page as they are listed by each applicant on his application for admission.

3. Physical examinations are required for all entering students. As a matter of convenience these examinations for entering women students will be given at Dr. Rachel Cooper's office in Cook Hall between June 15 and July 31, 1942. Women students planning to attend Illinois State Normal University this fall should write to the doctor's office for an appointment. Only a limited number of physical examinations will be given between the above dates. Much time will be saved by having the physical examination completed before entrance.

4. In line with Civilian Defense it is very desirable that all students be vaccinated against smallpox by their home physicians before entering the University.

5. Students may be admitted at the beginning of each semester or at the opening of the summer term. By entering in June, 1942, it is possible to complete the work for a degree in 1945.

6. A student who has been dropped from another institution may not enter Illinois State Normal University until such time as he would be readmitted to the institution from which he was dropped. No student will

be admitted from another institution unless he presents a letter of honorable dismissal from that institution.

### APPLICATION FOR ADMISSION

Application for admission to the Illinois State Normal University should be made upon regulation blanks furnished by the University. As soon as possible after complete information is received, the committee on admissions, which includes the director of the division of the first teaching field chosen, will consider the application. The candidate will then be notified whether or not he is accepted.

It is the applicant's responsibility to see that the following items, which are essential before the application can be considered, are received by the Registrar:

1. An application for admission, properly filled out by the applicant.
2. A transcript of the secondary school credits, which includes a personal record and recommendation, to be issued *after graduation* by the principal, and to be mailed by him *directly* to the Registrar. This record is to be made on parts III and IV after the applicant has filled in parts I and II in full.
3. An official transcript of credits and a statement of honorable dismissal from *all* schools in which the student has *registered* after graduation from high school, regardless of whether or not he wishes to receive credit for the work. The transcript should be mailed by the school *directly* to the Registrar of the Illinois State Normal University.

### SUBJECTS RECOMMENDED FOR ADMISSION

Departing from the practice of previous years of requiring a specified number of units of credit in certain fields, the Illinois State Normal University requires graduation from a recognized or accredited high school, together with the meeting of other standards as listed under "Selective Admission."

Although specific units of entrance credit are no longer required for admission, it is strongly recommended that the high school record include three years of English and two years of a foreign language if the student is looking forward to graduate work. It is also advised that the student present one year of algebra and one year of geometry if he plans to prepare for upper grade teaching and a year and a half of each if he plans to complete a teaching field in mathematics. It is further suggested that the student plan his high school program in line with the fields of study he will follow in his college work.

### REGISTRATION

Tuesday, September 15, 1942, and the three following days constitute "Freshmen Days" which are given over to introducing the new students to the life of the University. The program includes brief tests in English, reading, general social science, mathematics, and general intelligence and is followed by registration and enrollment with a series of social events

interspersed during the four days. Directions from the school administration (President, Dean of the University, Dean of Women, Dean of Men) and the Head Librarian form an important part of the activities during these first days. All freshmen admitted to the University will be notified by the Registrar as to the time and place to which they should report on Tuesday, September 15, and are expected to stay through the entire registration period. Upper class students register on Friday. All classes begin on Monday, September 21.

New students should be present promptly on the first morning so that they will have the benefit of all directions, including a tour of the campus with special student guides. Enrollment must be completed during the special days provided, physical examinations taken or arranged for, textbooks secured, and assignments obtained from the various classrooms, since all classwork starts promptly the following Monday.

## EXPENSES AND FINANCIAL AIDS

### EXPENSES

The cost of attendance at Illinois State Normal University is very moderate compared with that of many institutions. School fees and living expenses will be found exceedingly reasonable. Attention is invited to the items included under the school fees and the extensive service given in return for the moderate expenditure on the part of the student.

### FEES

Registration and Incidental, per semester (the only fee required of all except Lindley and State Scholarship students).....	\$32.50
Lindley and State Scholarship Students, per semester.....	17.50
Tuition for those not pledging to teach, per semester (including registration and incidental fee).....	57.50
Programs of 6 semester hours, or less, per hour	
For those pledging to teach.....	3.00
For those not pledging to teach.....	6.00
(Students taking such programs pay the regular student activity fee of \$11.00)	
Graduation Fee (payable on or before April 9, 1943).....	5.00
Additional Transcripts of Record (after first copy).....	1.00
(Transcripts are issued only when all obligations have been met)	

Auditors pay the same fees as the regular students.

A charge of \$1.00 will be made for registration after the announced registration day.

Refunds of all or any portion of fees paid will not be made after September 28, 1942, for the first semester, and February 11, 1943, for the second semester.

The Registration and Incidental Fee is all-inclusive and covers all general school charges and all textbooks loaned to students, as well as library, towel, shop, laboratory, typewriting, and other fees listed sep-



arately in past years. It further includes the student activity allotment admitting to weekly campus movies, all athletic, music, lecture, dramatic, and forensic events and covers class dues, as well as provides each student with a copy of the school paper, the *Vidette*, twice each week, and a copy of the school annual, the *Index*, at the close of the school year. This same general fee also covers health and medical dispensary service through the office of the University Physician and infirmary and hospitalization service as indicated later in this catalog under "Promotion of Health."

The loan of all textbooks in all courses for each student is included in the general school fee. This plan enables students to have all books needed and at a cost much less than that of the regular purchase price or that of the previously used individual book rental plan.

IMPORTANT. Fees are due and payable on registration day. No one will be permitted to attend classes until all financial obligations to the University have been cared for. Textbooks are not provided until all fees have been paid.

#### LIVING CONDITIONS

The town of Normal has commodious homes with ample accommodations for students within easy walking distance of the University. Students not living at home or with relatives are required to room in approved houses. Lists of approved rooming-houses are kept at the offices of the Dean of Women and the Dean of Men. Students should consult them before engaging rooms.

A written rooming agreement, strictly defining the terms on which rooms are rented, is required of both men and women students. The college furnishes standardized forms which are signed by both student and householder, and then filed, in the case of women students, with the Dean of Women, and in the case of men students, with the Dean of Men. On these rooming agreements are printed the house rules which are an integral part of the agreement and are equally binding upon college, student, and householder.

Desirable modern rooms, large enough for two persons, cost each student \$2.00 a week and up. Similar single rooms rent for \$2.50 a week and up. Desirable rooms with light housekeeping privileges cost each student \$2.25 a week and up.

Board costs \$4.50 to \$5.75 a week.

Fell Hall, the women's dormitory, nicely decorated and comfortably furnished affords rooming and boarding accommodations for ninety-seven women students attending the University. Except in the summer session it is primarily a residence hall for freshman women. Besides the freshman women there are twelve honor residents, who having attended the University for at least *one year*, are invited to live in the Hall because of outstanding scholarship, leadership, and personality.

Students desiring rooms there should address the Director of Fell Hall or the Dean of Women for a floor plan and a statement of rules governing the renting of rooms. Board in Fell Hall costs \$5.75 a week. Double rooms cost each student \$2.50 a week; single rooms, \$3.00 a week. Board to a limited extent will be available to students living outside the Hall.

Smith Hall, the men's dormitory located across the street from McCormick Athletic Field, offers rooming accommodations for thirty-two men students of the University.

Men desiring to live in Smith Hall should address inquiries to the Dean of Men. Rooms rent for \$2.25 per week. Board costs \$5.25 per week.

#### OTHER EXPENSES

With the payment of the Registration and Incidental Fee of \$32.50 each semester (\$17.50 for Lindley and State Scholarship students) there are no further institutional charges aside from locker fees, largely in the nature of a deposit, and the purchase of gymnasium outfits for those taking such work. The cost of the complete regulation gymnasium costume for men and women students will not exceed \$5.50 per complete uniform. For women students the locker deposit is \$1.50, of which \$1.25 is refunded at the end of the year. For men students the locker deposit is \$1.00, which is returned at the end of the year.

Lockers in the Main Building may be rented from the business office at twenty-five cents a semester. A deposit of fifty cents is required for key padlocks and one dollar for combination padlocks.

#### ESTIMATED TOTAL EXPENSES

For students who pay all of their expenses, the average cost for board, room, laundry, books, school supplies, fees and all other costs connected with their life as students is approximately \$350.00 to \$400.00 for the regular year of thirty-six weeks. Many students do light housekeeping and are thus able to reduce that figure decidedly.

#### FINANCIAL AIDS TO STUDENTS

Aid to students at Illinois State Normal University may be classified under four headings: Loan Funds, Scholarships and Awards, Federal Financial Assistance, and Local Employment, aside from the federal program.

#### LOAN FUNDS

**STUDENT LOAN FUND.** A general student loan fund is available for students in their last year, from which they may borrow at a low rate of interest a sum not to exceed \$150.00. The demands on this fund have been great and should not be relied upon by too many students as a source of financial assistance. Information concerning this fund may be obtained from the Dean of the University.

**ANNIE LOUISE KELLER SCHOLARSHIP FUND.** This fund consists of \$150.00 which is loaned without interest to properly qualified students selected by a special committee constituted at the time of the creation of the scholarship fund. This scholarship fund is named in honor of Annie Louise Keller, a former student at Illinois State Normal University, who gave her life in protecting the lives of all of her pupils in a rural school in Greene County during a tornado on April 17, 1927. A fund was raised by students and faculty as a memorial to Miss Keller. Information concerning this fund may be obtained from the Dean of the University.

**FACULTY WOMEN'S CLUB LOAN FUND.** Women students who meet the standards required by the club are eligible to borrow from this fund a sum not to exceed \$150.00. The office of the Dean of Women will furnish information about loans from this fund.

#### **SCHOLARSHIPS AND AWARDS**

**LINDLEY SCHOLARSHIPS.** For a number of years scholarships were available to eighth grade graduates who obtained them on the basis of a competitive examination and with the expressed purpose of going to a teachers college following graduation from high school. Though these scholarships are no longer being granted, there are some persons who have obtained them in the past who still hold valid scholarships of this nature. To be valid such scholarships must have been obtained after completion of the eighth grade and before entrance into high school and on the basis of a competitive examination called for the purpose of awarding these scholarships. Such scholarships exempt students from the payment of those fees remitted to the State Treasurer. Thus holders of these scholarships pay \$17.50 each semester rather than the \$32.50 charged under ordinary conditions.

**STATE SCHOLARSHIPS.** Beginning with July 1, 1936, scholarships to the five state teachers colleges of Illinois were made available by legislative enactment to graduates from all high schools in the state. Every high school is entitled to one scholarship. High schools of 500 to 1000 students receive two and those high schools having over 1000 students are entitled to three such scholarships. The local school authorities select the persons to receive the scholarships which are awarded to the persons who rank highest in scholarship and who plan definitely to attend any of the state teachers colleges with the purpose of becoming teachers. If the highest ranking person does not wish to attend a teachers college the award goes to the next person in rank and on down the list until the upper 25 per cent of the graduating class has been exhausted. If no one in the upper 25 per cent of the graduating class qualifies for the scholarship, no scholarship is granted to that particular high school for that year. The scholarships are presumably awarded to persons who will make use of them the year following graduation from the high school and may be used for a period of any four years. Persons holding such scholarships are entitled to exemption from such school fees as are remitted to the State Treasurer; hence, instead of a semester fee of \$32.50, the scholarship recipient pays \$17.50, which amount is designed to cover student activity fees and books. Further information beyond what high school principals and county superintendents may have regarding these scholarships will be provided upon request.

**ILLINOIS CONGRESS OF PARENTS AND TEACHERS SCHOLARSHIP.** This scholarship of \$200.00, granted by the Illinois Congress of Parents and Teachers, is made available to the recipient over a four-year period. At the present time the recipient is Sabra Jean Starr of Normal, Illinois. The granting of the scholarship is based upon leadership, interest and participation in activities, scholastic ability, financial need, and other qualifications established by the donors, included in which is the requirement that the recipient must come from a high school with a Parent-Teacher Association affiliated with the Illinois Congress of Parents and Teachers. This scholarship is not available for granting during the 1942-1943 school year.

**THE ALUMNI AWARD.** An award of \$65.00 is made each year by the Alumni Association of Illinois State Normal University to a junior who has attended the



University during his or her entire college career and earned at least part of his necessary college expenses. The money is to be used by the student to pay school fees during the senior year. Only students definitely intending to teach are eligible for the award.

Interested and eligible persons apply to the president of the Student Council near the close of the second semester. Selection is made by a special rating committee composed of three students, two faculty members, and one alumnus.

**THE JESSIE E. RAMBO AWARD.** An award of \$50.00 is made to a junior in the Division of Home Economics Education each year near the end of the second semester. This award which will cover practically all school fees for the following year is made on the basis of scholarship, personality, evidences of leadership, participation in campus activities, and possibilities of success in the teaching of home economics.

The award is made possible by the interest and generosity of Miss Jessie E. Rambo, former Director of the Division of Home Economics Education of Illinois State Normal University.

#### **FEDERAL AID**

The Federal Government has provided some financial assistance to students in return for assigned work. During the 1941-42 college year, the National Youth Administration program has enabled the University to help approximately 220 students in varying amounts, the most common of which ranged from \$10.00 to \$15.00 per month. This assistance under federal regulation must go to students who need financial help to continue their education. The University stands ready to assist any worthy students, but there is a growing tendency on the part of many persons who do not need financial aid to request such assistance in order to reduce the demands on funds already as their disposal. Care is advised on the part of the student in estimating the seriousness of the need and in substantiating requests with evidence of need. Official word as to whether or not the federal aid program will be continued, and the regulations under which it will operate, may not be available until late in the summer. There is evidence, however, that some such program will be in operation when the college year opens in September. Requests for information regarding this program and other sources of assistance should be addressed to the office of the Dean of Women and to the office of the Dean of Men.

#### **EMPLOYMENT**

There are possibilities of employment of men and women students to do work, for which they obtain room or board or both or certain monetary compensation. Women students wishing to secure such employment should address Miss O. Lillian Barton, Dean of Women. They should consult her before entering into any agreement with employers. Each semester they should secure from her a class schedule permit before having their programs made out by the directors of their divisions. Similarly, all men students should confer with Mr. R. H. Linkins, Dean of Men.

The University requires students to secure employment in environments which are conducive to wholesome living. For this reason, students are not permitted to work in taverns or similar places where the chief function is the dispensing of alcoholic liquors.



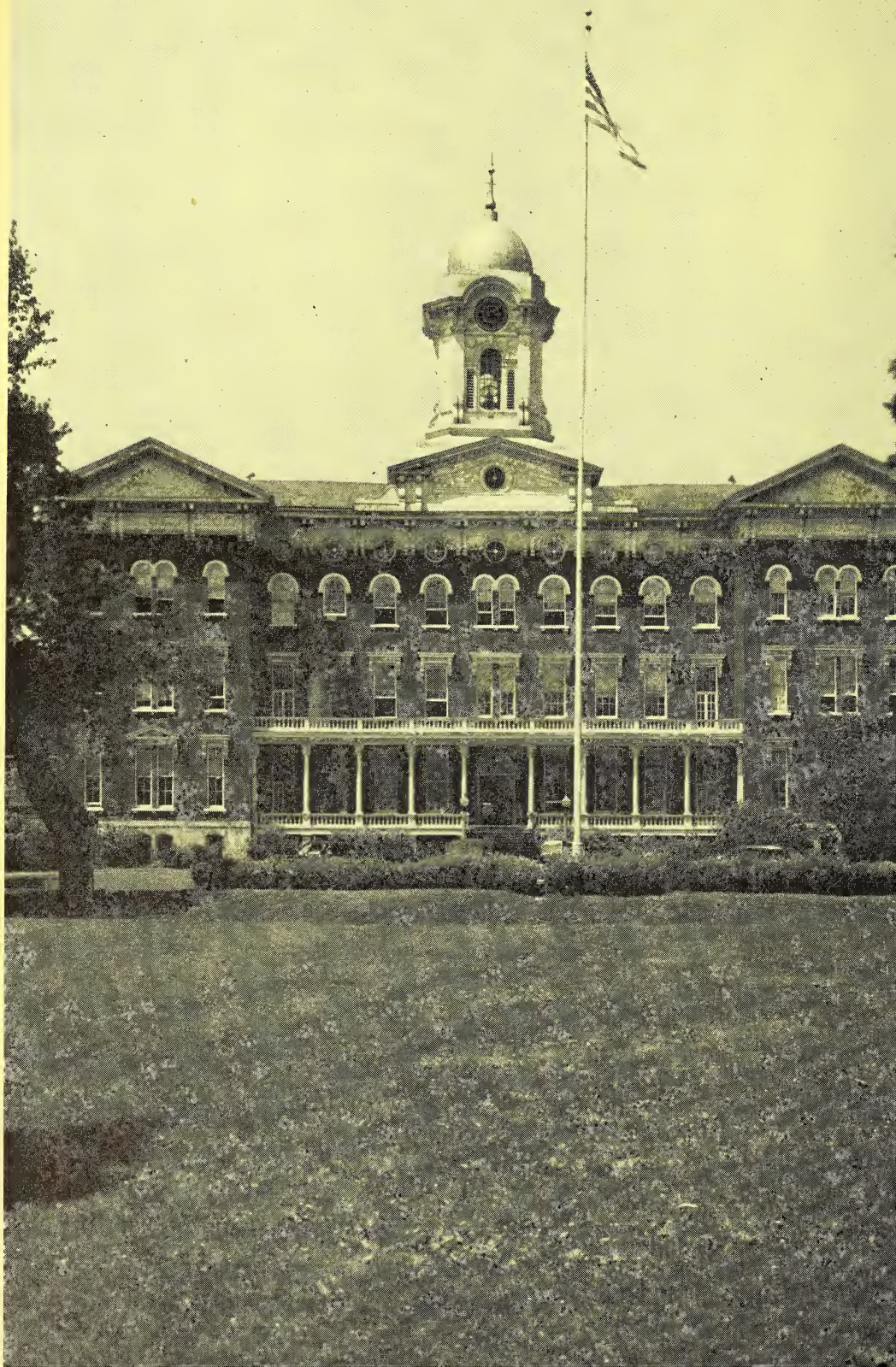
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# IN THE PICTURES

OLD MAIN  
FELL MEMORIAL GATE  
LOOKING TOWARD MILNER LIBRARY  
COOK HALL  
MILNER LIBRARY  
LOAN ROOM, MILNER LIBRARY  
MAIN READING ROOM, MILNER LIBRARY  
IN THE MUSEUMS, MILNER LIBRARY  
ART GALLERY, MILNER LIBRARY  
HOME MANAGEMENT HOUSES  
LIVING ROOM, NORTH HOME MANAGEMENT HOUSE  
FELL HALL  
DRAWING ROOM, FELL HALL  
SMITH HALL LOUNGE  
SMITH HALL  
SMITH HALL GARDENS  
SMITH HALL GARDENS  
UNIVERSITY FARM BUILDINGS  
INTERIOR, STOCK JUDGING PAVILION  
McCORMICK ATHLETIC FIELD  
MEN'S GYMNASIUM  
CIVILIAN PILOT TRAINING  
MACHINE SHOP, MECHANIC ARTS BUILDING  
RADIO STUDIO, COOK HALL  
HONORS DAY CONVOCATION  
STUDENT TEACHING  
COMMENCEMENT RECESSIONAL  
FAREWELL TO ALMA MATER

Descriptions of the facilities shown in the pictures may be found upon  
pages 143-152 in this catalog.

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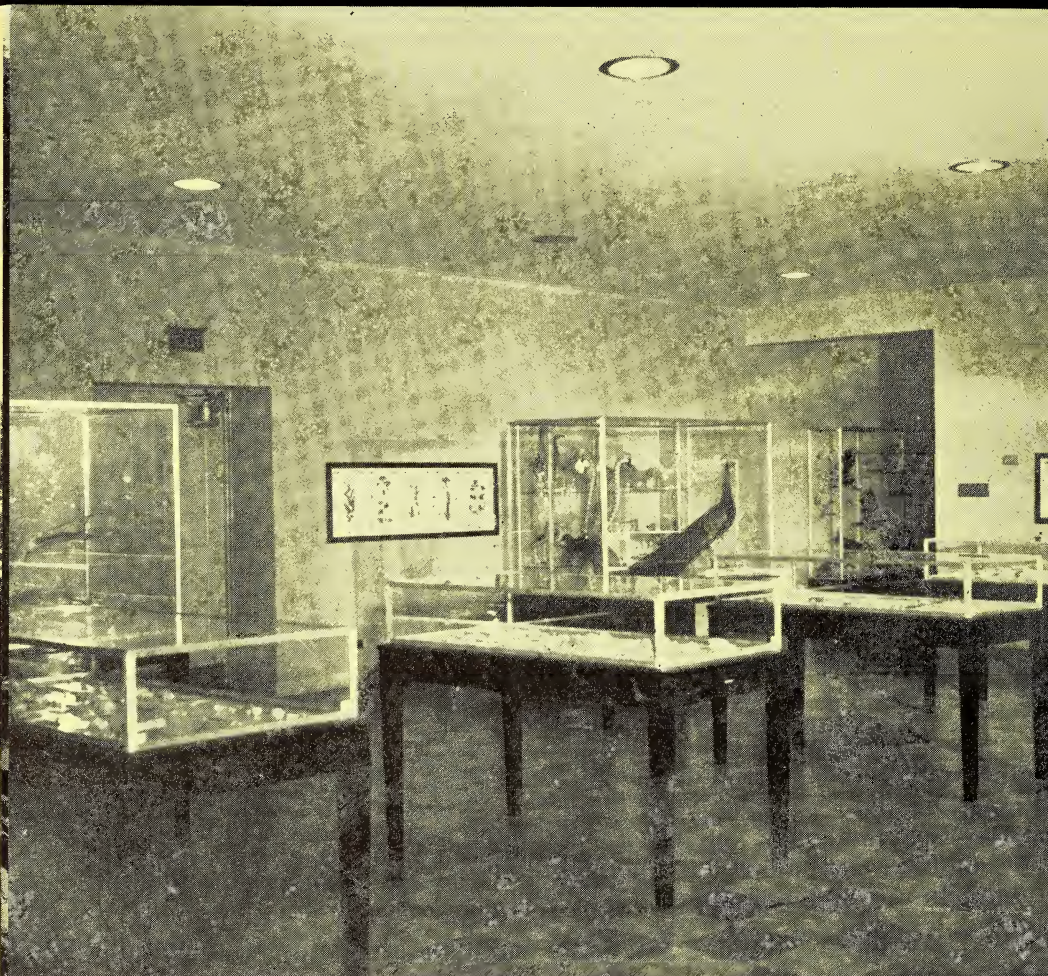




















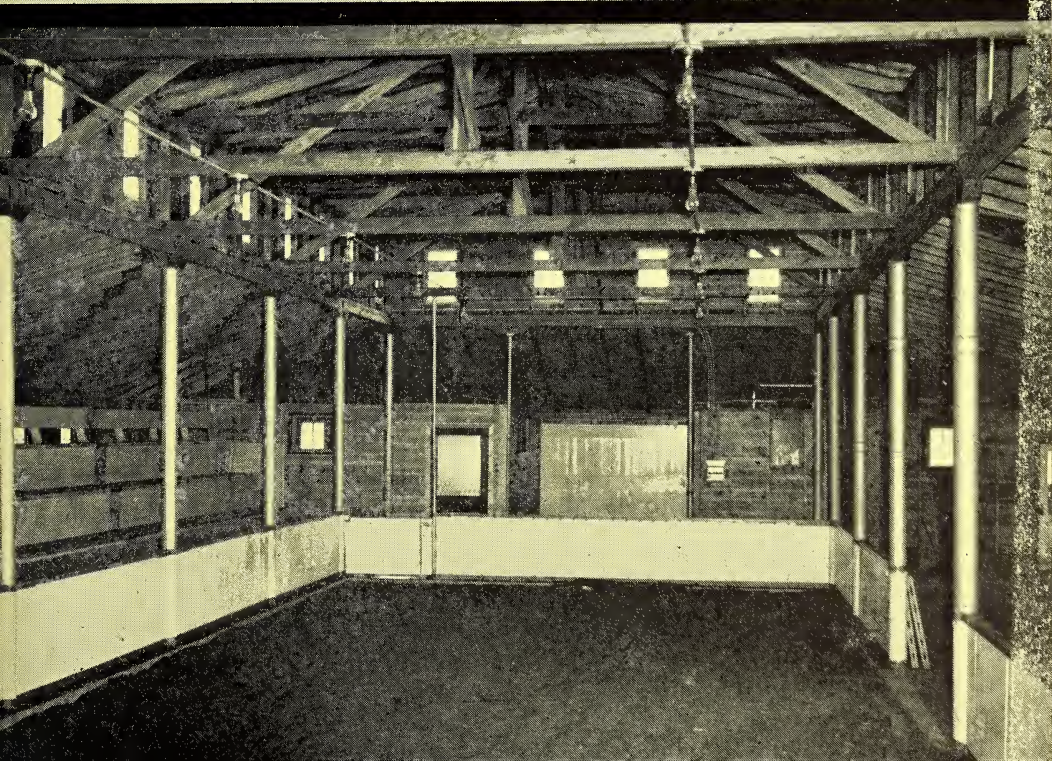








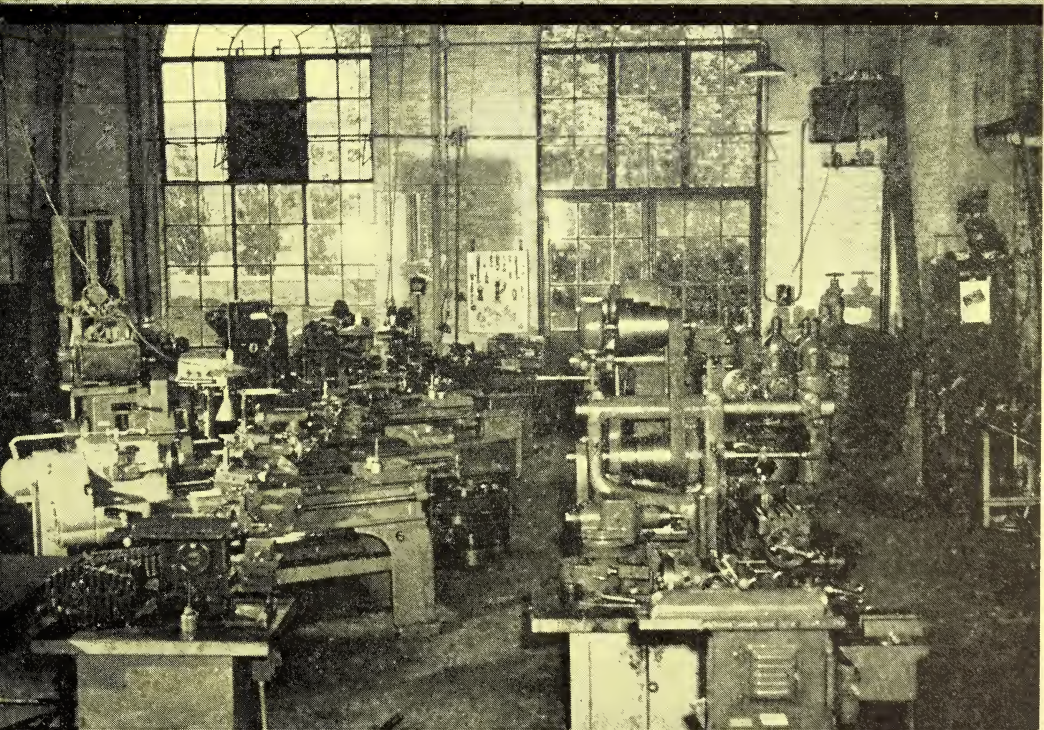


























# REGULATIONS EVERY STUDENT SHOULD KNOW

## SCHOLARSHIP AND CREDITS

### SCHOLARSHIP REQUIREMENTS AND MARKING SYSTEM

#### MARKS

The marks with their value in honor points are as follows:

A	(Passing)	3 honor points per semester hour
B	(Passing)	2 honor points per semester hour
C	(Passing)	1 honor points per semester hour
D	(Passing)	0 honor points per semester hour
F	(Failing)	0 honor points per semester hour
Inc.	(Incomplete)	0 honor points per semester hour
W	(Withdrawal)	0 honor points per semester hour

"A," "B," "C," and "D" will be recorded for work which has been given passing credit.

"F" will be given to:

- (1) Students who withdraw from a course at any time without official permission.
- (2) Students who were failing at the time of official withdrawal.
- (3) Students who are in a course all semester but who fail to make a passing mark.

Official permission to withdraw from a course or from the school is given only by the Dean of the University. Employed students who wish to make changes in their programs and all students who wish to withdraw from school should first confer with the Dean of Women or the Dean of Men. In case of accident or illness which makes it impossible to secure permission to withdraw in the regular way, a letter sent to the Dean of the University explaining the situation will be sufficient.

#### REPETITION OF COURSES

If a student fails to carry a course, he should repeat that course at the earliest opportunity.

Courses may not be repeated more than once unless permission is secured from the Dean of the University. This applies to failures as well as to the repetition of courses for the purpose of raising marks to meet scholarship requirements.

#### INCOMPLETES

"Inc." will be given to students who are doing passing work but who, because of illness or other justifiable reasons, find it impossible to complete the work by the end of the semester. Incompletes are not given unless the student has been in class to within three weeks of the close of the semester and the quality of his work is such that he can complete it through special assignments and examinations. Incompletes should be cleared during the next semester a student is in school and cannot be cleared after one year has elapsed. Incompletes which are

not cleared within a year automatically become failures. Exceptions to these rules may be made only with the approval of the Dean of the University.

#### WITHDRAWALS

"W" will be given to students who have been given official permission to withdraw and who are passing in the course at the time of withdrawal, but who did not remain in the course long enough to earn credit without repeating the course.

#### HONOR POINTS

Students must have as many honor points as semester hours taken before student teaching can be assigned to them. Incompletes and withdrawals are not counted.

Students must have as many honor points as semester hours taken for graduation. Incompletes and withdrawals are not counted.

Failures are considered in the total number of semester hours taken in figuring the honor point requirements. The following case illustrates the counting of honor points:

Course	Mark	Sem. Hrs. Enrolled in	Sem. Hrs. Earned	Sem. Hrs. Counted in Honor Point Requirement	Honor Points Earned
English Composition 111.....	D	3	3	3	0
Contemporary Civilization 111..	A	3	3	3	9
Natural Science Survey 109.....	F	4	0	(4)	0
Observation and Reading 109...	W	1	0	0	0
Elective . . . . .	B	3	3	3	6
Recreational Activity 101.....	Inc.	1	0	0	0
		<hr/> 15	<hr/> 9	<hr/> 13	<hr/> 15

On the cumulative basis the last column must total as much as, or more than, the second last column for student teaching assignments and for graduation.

#### PROBATION AND DROP SYSTEM

To remain in good standing scholastically, students must meet certain requirements on the cumulative record as well as on the record of each individual semester or summer session.

On the cumulative record students with one through 38 semester hours may have nine fewer honor points than semester hours for which they have been enrolled. Students with 39 through 56 semester hours may have four fewer honor points than semester hours for which they have been enrolled. Students with 57 or more semester hours must have as many honor points as semester hours for which they have been enrolled or a "C" average. Incompletes and withdrawals are not counted.

In addition to meeting the cumulative requirement, students must also earn a minimum of eight semester hours and eight honor points in each semester. For the eight-week summer session, the individual requirement is a minimum of three semester hours and six honor points.

Students who fail to meet the requirements as outlined above are placed upon probation for the succeeding semester or summer session. Students who are

placed upon probation a second time are not permitted to continue their studies until one year has elapsed unless they are reinstated by the Dean of the University. Repeated failures to do satisfactory work may result in permanent exclusion by the Dean of the University.

#### **SCHOLASTIC LOAD**

While it might seem that students need not be seriously disturbed if they are nine honor points short in their first semester, it is also very apparent that students can ill afford to take the entire allowance at that time. Such students would need to earn at least a "C" average following the first semester until thirty-eight semester hours and been earned, and better than a "C" average during the period of thirty-nine to fifty-six semester hours inclusive.

Students are also reminded that if they use most of their allowance of minus nine honor points in the first semester they should not attempt as heavy a schedule in succeeding semesters until such time as they are able to maintain a satisfactory scholastic record. For students who are deficient seven to nine points or more honor points a reduction of at least three semester hours is strongly urged.

#### **OTHER REGULATIONS CONCERNING PROGRAMS OF STUDY**

1. Students are expected to choose one of the various curricula and to follow this program as closely as is practicable, except where elective substitutes are allowed by the Dean of the University.

2. Every student is expected to take the normal program called for by his curriculum. For a student in good health, forty-eight clock hours per week devoted to study and recitation in his regular subjects is the standard. This does not include intermissions or time spent on society or club work or miscellaneous reading.

3. Students may not take more than eight semester hours by extension and correspondence combined during a regular school year without permission of the Dean of the University.

4. Students may take a heavier program only with the approval of the Dean of the University.

5. Students desiring to take less than twelve semester hours of class work must secure permission from the Dean of the University.

6. Prior to enrollment in classes each semester, employed students should secure from the Dean of Women or from the Dean of Men permission to register for the number of semester hours of classwork that can satisfactorily be adjusted with the employment load.

7. Permission for auditing classes or any attendance other than that on a regular credit basis must be obtained from the Dean of the University and then only as a result of payment of regular fees as described under "Expenses" in a preceding unit of this catalog.

8. Twice during each semester students who are not doing satisfactory work are reported to the directors of their respective divisions. Each student so reported must confer with the director and have his work adjusted to suit his ability.

9. Students should study carefully the descriptions of courses and note the prerequisites. They should arrange to take these prerequisites at the proper time.

10. Requests for transfer from one curriculum to another should be made to the Dean of the University.



11. Developmental courses in recreational activity are required of all freshmen and sophomores. Students who cannot profitably take the regular exercises because of age or physical disability are assigned to a special class for adaptive work. No student may be graduated without 144 fifty-minute periods of physical education.

12. Classification is based upon the completion of thirty semester hours for sophomores, sixty for juniors, and ninety for seniors.

### **CLASS ATTENDANCE**

The policy of the University is to assume that students attend classes regularly. In the case of justifiable absences, opportunity to make up the work missed may be granted by the instructor at his discretion. For the student's protection, all illnesses causing absence from even a single class should be reported to the University Physician; also to the Dean of Women, in the case of women; to the Dean of Men, in the case of men. This will make it possible for the instructor to discover whether the absence was justifiable. A permit to re-enter classes is required of all students who have been absent with a contagious disease. This permit must be obtained from the University Physician. The state laws regarding quarantine and exclusion are strictly followed.

It is evident that this plan places the responsibility squarely upon the student. Such a type of attendance regulation is designed to develop growth on the part of the student in regulating his class attendance, with the assumption that students have come to the University for the purpose of getting an education and that the realization of this aim should be a matter of primary concern upon their part.

### **STUDENT ASSEMBLIES**

Regular attendance at all student assemblies is required. These assemblies are held once each week. Because of limited seating in the auditorium, one group, largely freshmen, meets at ten o'clock on each Wednesday, and the remainder of the student body, largely upper classmen, meets at eleven o'clock. The compulsory attendance is regulated through checking by the Student Council and in the office of the Dean of Women, where records of attendance are kept.

Since attendance at assembly is a prescribed regulation of the University, the attempt is made to have interesting and profitable programs presented. The planning and scheduling of assembly programs is under the direction of an assembly board, composed of an equal number of students and faculty.

### **GENERAL PROVISIONS CONCERNING ADVANCED CREDIT**

Credit in the form of advanced standing will be granted for work satisfactorily completed in other teachers colleges, and other colleges and universities of recognized standing only to the extent that such work satisfies the requirements of curricula of this University. Students who come from other teachers colleges, normal schools, colleges, or universities, bringing credit which is the full and fair equivalent of work required in the various curricula, may receive credit for the work which they have taken.

Students who wish to earn credits by extension, correspondence, or in residence at other institutions to be transferred should have such courses approved before taking them.

All students who bring acceptable advanced credit and who desire to earn the degree of the University must meet all of the requirements for the degree regardless of the amount of credit which they have.

Credits may not be transferred from one curriculum to another except in a case in which a course is the full and fair equivalent in content for a course in the curriculum to which the student transfers.

No credit will be granted for work not taken by actual classroom attendance in residence, unless earned in a regular way through correspondence or extension study.

No college credit toward a degree will be given for work done in a secondary school except when such work is offered as an organized curriculum, and then only if such work is recognized as being of collegiate level and accepted for credit toward a degree by the state university of the state in which the secondary school is located.

### REQUIREMENTS FOR GRADUATION

The degree of Bachelor of Education is conferred upon students who complete any of the four-year curricula to the extent of a minimum of 128 semester hours in the secondary curricula and 131 semester hours in the elementary curriculum, including not less than 43 hours of senior college credit.

The degree of Bachelor of Education is believed to be the most significant degree to be conferred at the end of a professional curriculum designed to prepare for teaching. The entire work of the University is designed for the preparation of teachers and the various curricula are professional in nature.

The requirements for graduation with the degree of Bachelor of Education for students in the secondary core curriculum call for certain specified courses as outlined on page 52. Each student must complete these specified group requirements, including preparation in the subject matter of a first teaching field and a second teaching field, as outlined preceding the course descriptions for each department.

No student will lose credits because of the adoption of new curricula by the institution, provided he continues in the curriculum originally chosen. If the work is not continuous the new requirements must be met but the credits earned in the old curriculum will apply in the revised curriculum.

Candidates for graduation shall have approved by the Registrar the program of studies they desire to follow during the senior year. This program must accord with the general course offerings and the general regulations of the University.

Before receiving a degree the student must do at least one year (36 weeks—32 semester hours) on the senior college level in this University. All graduates from any curriculum must complete their last course or courses in this University.

Not more than one-fourth of the total number of semester hours required for graduation may be earned through extension or correspondence work and not more than one-eighth through correspondence.



Candidates for graduation in June should see that all incompletes and deficiencies are removed by the end of the twelfth week of the second semester.

Students transferring with degrees from other accredited colleges or universities may earn a Bachelor of Education degree in this University by completing a minimum of one year (36 weeks—32 semester hours) in residence. Such students must have a minimum of twenty-nine semester hours in education and psychology, including student teaching in the elementary curriculum, and thirty-two in the secondary curriculum. The content of the year's work must meet the approval of the Dean of the University.

Students may receive the degree of Bachelor of Education at the close of the school year in June or at the close of the summer session in August. Students completing their work after the close of the summer session will not be graduated until the following June.

All candidates intending to graduate in June or August shall notify the Registrar not later than the second Friday in April, by which time graduation fees must be paid.

Candidates for graduation are expected to be present at the graduating exercises to receive their diplomas or degrees in person.

### TEACHERS' CERTIFICATES

The Illinois State Normal University prepares teachers for all types of positions in the public schools of Illinois and the curricula are organized to conform to the Illinois Certification Law. Section Three of the law, which pertains to issuance of Limited State Certificates, follows:

*First.* A limited elementary school certificate shall be valid for four years for teaching in the lower nine grades of the common schools. It shall be issued to persons who have graduated from a recognized higher institution of learning with a bachelor's degree and with not fewer than one hundred twenty semester hours and with a minimum of sixteen semester hours in education, including five semester hours in student teaching under competent and close supervision. The academic and professional courses offered as a basis of the limited elementary school certificate shall be in elementary training courses approved by the State Examining Board. It shall be renewable in periods of four years upon successful teaching experience and professional growth.

This certificate shall be issued upon a successful examination to applicants who have completed sixty semester hours of work in elementary training courses in a recognized higher institution of learning including ten semester hours in education, five semester hours of which shall be in student teaching. The examination shall include such subjects as may be prescribed by the State Examining Board. When obtained by examination this certificate shall be renewable at the end of the first four year period upon certified evidence that the holder has completed fifteen semester hours of work since the issuance of the certificate and at the end of the succeeding four year periods upon certified evidence that the holder has completed fifteen semester hours of work in a recognized higher institution of learning until such time that the applicant has completed all the requirements for a bachelor's degree in a recognized higher institution of learning with a minimum of one hundred twenty semester hours including sixteen semester hours in education. Thereafter, it shall be renewable in periods of four years upon successful teaching experience and professional growth.

*Second.* A limited kindergarten-primary certificate shall be valid for four years for teaching and supervising in the kindergarten and in the first, second and third grades of the common schools. It shall be issued to graduates of a recognized higher institution of learning with a bachelor's degree and with not fewer than one hundred twenty semester hours including sixty semester hours of work in a recognized kindergarten-primary training school and with a minimum of sixteen semester hours in education, including five semester hours in student teaching under competent and close supervision. It shall be renewable in periods of four years upon successful teaching experience and professional growth.

This certificate shall be issued upon a successful examination to applicants who have completed sixty semester hours of work in a recognized higher institution of learning, including ten semester hours in education, five semester hours of which shall be in student teaching. The examination shall include such subjects as may be prescribed by the State Examining Board. When obtained by examination this certificate shall be renewable at the end of the first four year period upon certified evidence that the holder has completed fifteen semester hours of work since the issuance of the certificate and at the end of the succeeding four year periods upon certified evidence that the holder has completed fifteen semester hours of work in a recognized higher institution of learning until such time that the applicant has completed all the requirements for a bachelor's degree in a recognized higher institution of learning with a minimum of one hundred twenty semester hours including sixteen semester hours in education. Thereafter, it shall be renewable in periods of four years upon successful teaching experience and professional growth.

*Third.* A limited special certificate shall be valid for four years for teaching and supervising the special subject or subjects named in the certificate in any and all grades of the common schools. It shall be issued to persons who have graduated from a recognized higher institution of learning with a bachelor's degree and with not fewer than one hundred twenty semester hours including a minimum of sixteen semester hours in education, five semester hours of which shall be in student teaching under competent and close supervision. The extent of training shall vary according to the subject and the minimum amount of training shall be determined by the State Examining Board. It shall be renewable in periods of four years upon successful teaching experience and professional growth.

This certificate shall be issued upon a successful examination to applicants who have completed sixty semester hours of work in a recognized higher institution of learning, including ten semester hours in education, five semester hours of which shall be in student teaching. The examination shall include such subjects as may be prescribed by the State Examining Board. When obtained by examination this certificate shall be renewable at the end of the first four year period upon certified evidence that the holder has completed fifteen semester hours of work since the issuance of the certificate and at the end of the succeeding four year periods upon certified evidence that the holder has completed fifteen semester hours of work in a recognized higher institution of learning until such time that the applicant has completed all the requirements for a bachelor's degree in a recognized higher institution of learning with a



minimum of one hundred twenty semester hours including sixteen semester hours in education. Thereafter, it shall be renewable in periods of four years upon successful teaching experience and professional growth.

*Fourth.* A limited vocational certificate shall be valid for four years for teaching the vocational subject or subjects named in the certificate in grades seven to twelve inclusive of the common schools. It shall be issued to persons who have met the requirements of the State Examining Board.

It shall be renewable in periods of four years upon successful teaching experience and professional growth and certified evidence that the holder has completed a total of fifteen semester hours of work since the issuance of the certificate and at the end of the succeeding four year periods upon certified evidence that the holder has completed fifteen semester hours of work in a recognized higher institution of learning until such time as the applicant has completed all the requirements for a bachelor's degree in a recognized higher institution of learning with a minimum of one hundred twenty semester hours including sixteen semester hours in education.

*Fifth.* A limited high school certificate shall be valid for four years for teaching in grades seven to twelve inclusive of the common schools. It shall be issued to persons who have graduated from a recognized higher institution of learning with a bachelor's degree and with not fewer than one hundred twenty semester hours including sixteen semester hours in education, five semester hours of which shall be in student teaching under competent and close supervision. The courses in education and student teaching shall be approved by the State Examining Board. It shall be renewable in periods of four years upon successful teaching experience and professional growth.

*Sixth.* A limited supervisory certificate shall be valid for four years for teaching and supervising in any and all grades of the common schools. It shall be issued to persons who have graduated from a recognized higher institution of learning with a bachelor's degree and with not fewer than one hundred twenty semester hours including a minimum of sixteen semester hours in education, as may be approved by the State Examining Board, and who have taught successfully for four years. It shall be renewable in periods of four years upon successful teaching experience and professional growth.

*Seventh.* A limited junior college certificate shall be valid for four years of teaching and supervising in the thirteenth and fourteenth grades of the common schools. It shall be issued to persons who have graduated from a recognized higher institution of learning with a master's degree, including twenty semester hours in education and a major in the field in which the teacher is teaching. It shall be renewable in periods of four years upon successful teaching experience and professional growth.

Any student interested in securing a life certificate may obtain the necessary information by consulting the Dean or the Registrar of the University. Life certificates, however, may not be secured with less than a master's degree and four years of teaching experience, two of which shall have been in Illinois.

## **TRAINING SCHOOLS AND STUDENT TEACHING**

The training schools at the Illinois State Normal University are maintained in order that prospective teachers may have actual teaching experience on either the elementary or the secondary level before they go out into the field. They teach under the supervision of competent teachers, and before the work is completed they have entire charge of the classes. This work provides rich experience where theory and practice become unified.

In addition to the actual teaching in the high school, the student is required to do a great deal of observation, assist with home rooms, study halls, checking of attendance, assist in the high school library, and participate in many other activities required of teachers after they begin work in the field.

The minimum amount of student teaching required for graduation is ninety clock hours under supervision.

### **FACILITIES FOR STUDENT TEACHING**

The campus training schools consist of the University High School with 350 pupils and the University Elementary School with 290 pupils, including a kindergarten with about 40 pupils. The University has a cooperative arrangement with the kindergarten and elementary school at the Illinois Soldiers' and Sailors' Children's School and with the Towanda Public Schools. The students interested in rural education secure their teaching experience in three nearby rural schools.

### **CAMPUS SCHOOLS**

#### **UNIVERSITY HIGH SCHOOL**

The University High School enrolls students from the local community and from the state at large. The pupils in the high school are not required to pay tuition, but there is a fee required that is used for the support of ordinary high school activities such as athletics, the school paper, the school annual, the high school assembly programs, the musical organizations, the student council, the clubs, the University moving picture shows, and similar activities.

A principal and thirty-three teachers give personal attention to the pupils' habits of study, attendance, conduct, social life, and educational advancement. Few high schools can offer the wide range of electives and special training provided in the University High School.

Special effort is made to care for the social, literary, artistic, and physical welfare of the pupils. The school maintains debating clubs, literary societies, a student council, an athletic board, boys' and girls' glee clubs, high school band, and a full athletic program. Considerable attention is given to the social training of the pupils by means of school and class parties, banquets, dances, and similar activities that are supervised by the faculty. School plays and dramatic activities are given a prominent place in the school program.

The University High School is accredited by the University of Illinois and by the North Central Association of Colleges and Secondary Schools. Its graduates can enter, without an examination, any of the colleges or universities that



admit on certificates of graduation, if due care has been exercised in a choice of high school subjects.

Adequate room has recently been provided in the Thomas Metcalf Building for libraries to be used by the high school and the grades. Equipped with the best of furnishings and liberally supplied with books, they play an important part in enriching the work of both organizations.

#### **UNIVERSITY ELEMENTARY SCHOOL**

The University Elementary School occupies the larger portion of the Thomas Metcalf Building. The kindergarten occupies a large unit at the east end of the first floor; the four lower grades occupy training units on the first and second floors; and the four upper grades occupy training units on the third floor. On the first floor, there are two large play rooms and rooms for home economics. Play ground facilities are available. The regular staff of the University Elementary School consists of nine supervisors. There are also supervisors of music, art, physical education, home economics, and industrial arts. The University Physician and the School Nurse give daily attention to the health needs of pupils.

#### **COOPERATING SCHOOLS**

##### **ILLINOIS SOLDIERS' AND SAILORS' CHILDREN'S SCHOOL**

The Cooperating Elementary School at the Illinois Soldiers' and Sailors' Children's School, located a short distance from the campus, is made easily accessible by buses that leave the University grounds every twenty minutes of the school day. This school consists of a kindergarten, six elementary grades, and a junior high school consisting of grades seven and eight. It is housed in a modern building which is adequately equipped for teaching the regular subjects, and home economics, industrial arts, music, and physical education. At present its regular staff consists of a principal and twenty-five supervising teachers.

##### **COOPERATING RURAL SCHOOLS**

The Cooperating Rural Schools are conveniently located near the University. The University furnishes transportation for the student teachers in these schools. Extensive opportunity is offered students to apply practical rural sociology, help in playground activities, and to become familiar with the basic principles of good teaching methods as they apply in rural school organizations.

##### **TOWANDA PUBLIC SCHOOLS**

The Towanda Elementary School and the Towanda Community High School are affiliated with the University. Four elementary rooms and four high school rooms are available for student teaching purposes. These schools give a fine opportunity for teachers in training to become familiar with the educational opportunities in a small town.

#### **ASSIGNMENT OF STUDENT TEACHING**

The assignment of students to classes in the elementary curricula will be taken care of by the Director of Elementary Education. The assignment of student teachers to the high school classes will be made by the Director of Sec-

ondary Education. Heads of special departments will recommend to the Director of Secondary Education assignments that the former think should be made. All arrangements for student teaching for any given semester or summer session should be made at least six weeks before the end of the previous term. All procedures involved in student teaching are subject to the approval of the Director of the Training Schools.

#### AMOUNT OF TEACHING REQUIRED

The regular amount of student teaching for all curricula has been given on page 41. Students who have had experience and who have shown a high standard of ability in previous teaching may be given special assignments in remedial instruction or other specialized phases of teaching which will broaden their preparation. The Director of the Training School, upon recommendation of supervising teachers, may require additional student teaching when it is thought advisable. Student teaching must be continued until competency has been attained.

#### REGULATIONS FOR STUDENT TEACHING

1. One semester of residence or its equivalent is required as a prerequisite for assignment to student teaching.

2. Students enrolled in four-year curricula are assigned to student teaching in their senior year.

3. Student teaching is an integral part of the sequence of work in education and the student becomes eligible for student teaching only as the courses which precede it in the sequence have been satisfactorily completed.

4. Assignments to student teaching are made in the grades or teaching fields for which the student is qualified. To secure student teaching in another grade or field he must meet the requirements set up in the curriculum which prepares for that type of work.

5. Assignment of student teachers in the Division of Secondary Education is made in both the first and second teaching fields. To be admitted to student teaching in any teaching field students are required to offer the same amount of preparation in such subject as is required by the North Central Association for teaching in the high schools of Illinois.

6. A student is eligible for student teaching only when he has earned as many honor points as semester hours.

7. A student on probation is not eligible for student teaching.

8. No students enrolled during a regular school year who have failed to meet the scholastic requirements for student teaching will be allowed to do student teaching in any summer session. This means that all students who go on probation at the end of the first semester or lack a "C" average must return for an additional semester of work to complete their student teaching requirements. Only student teachers who have had public school experience will be assigned to the three weeks term at the Children's School following the regular summer session. *(For the duration of the war emergency, individual cases of students who are affected by the regulations in this paragraph will be taken under advisement.)*



## BUREAU OF APPOINTMENTS

The Illinois State Normal University maintains an active program of teacher placement and endeavors to keep in constant touch with the needs and requirements of the schools of the state and with the qualifications of its candidates who are trained for this service. The Director of the Training Schools is the administrative head of this service and cooperates with the directors of divisions in organizing and directing the work of the Bureau of Appointments. An appointment secretary works practically full time in actively furthering the service of the Bureau. The University has many calls for rural, kindergarten, elementary, and high school teachers, elementary supervisors, and teachers of special subjects. Students who have made strong records in their chosen fields and in the training schools are usually in demand. The Bureau attempts to serve both the candidates and the schools of the state by selecting carefully those whom it recommends, with regard to their fitness to satisfy the particular requirements of the schools to which they may go.

Students with degrees and successful experience are frequently in demand for supervisory and administrative positions. Consequently, the committee makes an effort to follow up its graduates in order to assist them to the more responsible positions for which their experience and success in the field have especially prepared them. All graduates of Illinois State Normal University who desire to secure professional and financial advancement should keep their credentials up to date in the Bureau of Appointments. This should be done annually.

A carefully organized system of records covering the work of the student in both his academic and professional courses is on file. This record is the result of the cooperation and assistance of all members of the faculty who are familiar with the work of the candidates. Confidential information organized in the most approved form for the convenience of school officials is available on short notice.

Student credentials supply the following data relative to each candidate: personal information; teaching experience in the public schools; the curriculum pursued; college hours of preparation in first and second teaching fields; academic record in college; record in student teaching; personal evaluation by instructors, critic teachers, and by the superintendents under whom the candidates have worked.

For the past two years practically every graduate of the University who wished to teach was able to secure a teaching position. This year the Bureau of Appointments will not have enough registrants to meet the demand. A shortage of teachers will probably exist throughout the war period. With the increased emphasis on public education, there is reason to believe there will be a shortage of teachers for years to come.

The Bureau of Appointments is at the service of all graduates of Illinois State Normal University and at the service of all school administrators in need of teachers.

# ORGANIZATION AND CURRICULA OF THE UNIVERSITY

## DIVISIONS OF THE UNIVERSITY

The Illinois State Normal University is organized into twelve divisions. Each division is a unit of the University in which one or more programs of work, called curricula, are offered for the purpose of preparing teachers for some specific field of teaching service. A unified program of teacher education results from this organization.

In each of the twelve divisions one or more differentiated programs of work leading to a degree are offered. When a student completes four years of work in a given curriculum, he is awarded the Bachelor of Education Degree.

The following are the Divisions:

Division of Rural Education

Division of Elementary Education

Division of Secondary Education

Field of Biological Science (Botany, Zoology)

Field of English

Field of French

Field of Geography and Geology

Field of German

Field of Latin

Field of Mathematics

Field of Physical Science (Physics, Chemistry)

Field of Psychology (Second Teaching Field)

Field of Social Science (Economics, History, Political  
Science, Sociology)

Field of Spanish

Division of Agriculture Education

Division of Art Education

Division of Business Education

Division of Health and Physical Education (Men)

Division of Health and Physical Education (Women)

Division of Home Economics Education

Division of Industrial Arts Education

Division of Music Education

Division of Speech Education



## THE CURRICULA

The outlines of curricula are found on pages 49-54 inclusive.

In basic curricula for all divisions it will be noted that the related subject matter groups of these curricula fall into four areas as follows:

### I. CULTURAL BACKGROUND

GROUP A. ENGLISH LANGUAGE AND LITERATURE, AND FUNDAMENTALS OF SPEECH, 9 hours.

GROUP B. SOCIAL SCIENCE, 12 hours.

1. Contemporary Civilization, 6 hours.
2. History of Civilization and Culture, 6 hours.

GROUP C. NATURAL SCIENCE SURVEY, 8 hours.

GROUP D. GENERAL PSYCHOLOGY, 3 hours.

GROUP E. ART AND MUSIC APPRECIATION, 2 hours.

### II. PROFESSIONAL TECHNIQUE

GROUP A. EDUCATION AND EDUCATIONAL PSYCHOLOGY, 29-33 hours.

Freshman year: Observation and Reading 109 and 110, 2 hours.

Sophomore year: Educational Psychology 115, 3 hours.

Junior year: American Public Education 111, 4 hours; Curricular and Classroom Problems 236, 4 hours, or Secondary Education 220, 4 hours; Education or Psychology Electives, 4-5 hours.

Senior year: Student Teaching 210, 8-10 hours; Introduction to Philosophy of Education 203, 3 hours; School and Community Relations 204, 2 hours.

### III. TEACHING FIELD PREPARATION

GROUP A. SUBJECT MATTER OF THE TEACHING FIELDS.

The specific requirements of the various teaching fields will be found preceding the description of courses in the respective fields.

### IV. RECREATIONAL AND HEALTH DEVELOPMENT

GROUP A. RECREATIONAL ACTIVITIES AND HYGIENE, 7 hours.

1. Recreational Activities (Two hours a week throughout the freshman and sophomore years).
2. Personal Hygiene (Three hours a week throughout one semester in the sophomore year).

## SELECTION OF A CURRICULUM

Students make a tentative choice of a curriculum at entrance, based on their own aptitudes and desires and on advice and guidance offered during Freshman Week by directors of divisions and other faculty members. In the secondary curricula all students are required to complete a first and a second teaching field and the choice of the first teaching field determines the curriculum in which a student is registered. Wherever the word "Electives" occurs, the reference is not to free electives but to choice of an elective group, which, after being chosen, must be followed.

If later a change of curriculum seems advisable, an adjustment can usually be made. Since most of the freshman work in all secondary school and special fields is identical, a student preparing to teach in high school may change his course at the end of the freshman year without much loss of time.

The four-year elementary curriculum is strongly recommended for all students who wish to prepare to teach in kindergarten and grades one through eight of city school systems.

The change from the two-year to the four-year basis in elementary training should not influence students to take preparation for teaching in the secondary schools instead of in the elementary field. There is now and will continue to be for some time to come a shortage of elementary teachers which indicates a probability that placement and salaries in elementary work will be very satisfactory.

Electives in the elementary curriculum are selected for the two-fold purpose of: (1) building teaching strength and background in a field of special interest; and, (2) enriching the student's general background.

For the war emergency period a curriculum approved by the Navy Department known as V-1 will be available.

### V-1 CURRICULUM

V-1 gives opportunity to 80,000 freshmen and sophomores from 17 to 19 inclusive, who are of good moral character and physical condition, to enlist as apprentice seamen. After approximately three semesters, during which time they will study navy related subjects, taught by the regular college faculty, V-1 men will be given general examinations. Those ranking sufficiently high in the examination may be transferred to V-5 or V-7 and continue their inactive status until completion of the academic requirements for those classes.

Details concerning this program may be had by writing to the Registrar. The curriculum arranged for this activity will be found on page 54.



## TRANSITION FROM TWO-YEAR TO FOUR-YEAR CURRICULA

1. In accordance with the new certificating law passed by the legislature in 1941 (printed on pages 38-40), the Illinois State Normal University will no longer offer two-year curricula. Following the general policy of the University, however, the interests of the students will be given every consideration during this transition period and students who were following a regular program of studies will not lose credits because of changes in curricula.

2. Students who attended the University during 1941-42 and who followed the regular program of one of the two-year curricula may continue their work and probably complete the requirements for a two-year diploma in June, 1943.

3. Students who attended the University at some previous time but who have the full equivalent of one year in one of the two-year curricula and who plan to attend the University during the school year of 1942-43 may also receive their diplomas in June, 1943.

4. Students who will have completed less than two years of work in the elementary field by July 1, 1943, will automatically continue their work in the four-year elementary curriculum. An evaluation in that curriculum may be secured from the Registrar.

5. The program of courses leading to the degree for those who have completed two-year curricula will continue to be offered for some years to come as listed on page 49.

6. The two-year diploma will not be issued after the new certificating law goes into effect July 1, 1943. Consequently, no two-year diplomas will be issued at the end of the summer session of 1943. There is a possibility under the new law that students completing two years of work may qualify for a teaching certificate, good only in the elementary schools, by passing a special examination prepared by the State Examining Board. It is advisable, however, for placement purposes, that, whenever possible, students plan to complete one of the four-year curricula.

7. It will be noted that the old as well as the new four-year curricula are printed in both the elementary and secondary fields. Freshmen of 1942-43 will begin with the new curricula as printed on pages 51 and 53 but sophomores, juniors, and seniors will continue with the curricula as outlined on pages 50 and 52.

# OUTLINES OF THE CURRICULA

## OUTLINE OF COURSES FOR JUNIORS AND SENIORS WHO ARE GRADUATES OF FORMER TWO-YEAR CURRICULA

Leading to the Degree of B.Ed. and Limited State Elementary Certificate

JUNIOR YEAR		Semester
FIRST SEMESTER		Hours
†Children's Literature 201 or an English Elective.....	3	
Advanced Natural Science 221.....	3	
Geography Elective .....	2 or 3	
*Electives .....	7 or 8	
		<hr/> 16
SECOND SEMESTER		
†Children's Literature 202 or an English Elective.....	3	
Applied Nature Study 222.....	3	
History elective .....	2 or 3	
*Electives .....	7 or 8	
		<hr/> 16
SENIOR YEAR		
FIRST SEMESTER		
Student Teaching (2 hrs. per day).....	3	
Economics or Political Science.....	2 or 3	
Sociology Elective .....	2 or 3	
English Elective .....	2 or 3	
*Electives .....	4 or 7	
		<hr/> 16
SECOND SEMESTER		
Speech Correction 212.....	3	
Advanced Writing 161 or Journalism 165 or Public Speaking.....	2 or 3	
Introduction to Philosophy of Education 203.....	3	
*Electives .....	7 or 9	
		<hr/> 16

Forty-three semester hours of the junior and senior years must be in courses numbered over two hundred.

Minimum requirement for graduation, 128 semester hours.

\* Electives do not include courses in Education or Psychology. The total number of hours required in Education and Psychology, including Student Teaching and Philosophy of Education, is thirty semester hours; the total must not exceed thirty-two semester hours except in the cases of experienced teachers who may extend the total to a maximum of thirty-eight semester hours.

Students in this curriculum should select subjects which have some relation to the work in the elementary field. Not more than a total of six semester hours may be chosen from special unrelated fields such as Home Economics, Commerce, and Foreign Language.

† All students are required to take Children's Literature 201 or 202.



# FOUR-YEAR ELEMENTARY CURRICULUM

Leading to the Degree of B.Ed. and Limited State Elementary Certificate  
or Limited State Kindergarten-Primary Certificate

## FRESHMAN YEAR

FIRST SEMESTER		Sem. Hrs.	SECOND SEMESTER		Sem. Hrs.
Directed Observation 109.....	1		Observation and Participation 110. .	1	
Contemporary Civilization 111... 3			Contemporary Civilization 112... 3		
English 110 or 111..... 3			English 111 or 112..... 3		
Natural Science 101..... 2			Human Geography 101..... 3		
General Psychology 111..... 3			Natural Science 102..... 2		
Hygiene 105..... 2			Fundamentals of Speech 110.... 2		
Introduction to Art 101..... 2			Health Education 108..... 2		
Recreational Activities 101..... 1			Recreational Activities 102..... 1		
		17			17

## SOPHOMORE YEAR

History of Civilization 113..... 3		History of Civilization 114..... 3	
American Public Education 111... 3		Child Growth and Development 108 .....	3
*Functional English Grammar 105 or English Elective..... 3		Art Processes 102..... 2	
Economic Geography 113..... 3		Music Appreciation 107..... 1	
Music 111..... 2		Children's Literature 101, 102 or 103 .....	3
Art Appreciation 107..... 1		Personal and Social Adjustment 114	2
Recreational Activities 103..... 1		Geography of North America 114	3
		Recreational Activities 104.....	1
		16	18

## JUNIOR YEAR

Elementary School Curriculum 235	2	Classroom Problems 236.....	3
Reading Method 107.....	3	Craft Activities 127.....	2
Political Institutions in Illinois 151	2	†Music 124 (Primary) or *American History or History Elective .....	3
Advanced Natural Science 221... 3		Elementary Agriculture 101.....	3
†Music 235 (Upper Grade) or *American History or History Elective .....	3	Speech Correction 212.....	3
Arithmetic 101, 102 or 103... 2 or 3		Art Problems 202.....	2
Recreational Activities for Elementary Schools 223 .....	1	Recreational Activities for Elementary Schools 224 .....	1
		16 or 17	17

## SENIOR YEAR

Student Teaching 210.....	8	Philosophy of Education 203.....	3
Teaching Problems 237.....	2	Psychology Elective .....	3
‡Electives .....	4	Children's Literature 201 or 202..	3
		‡Electives .....	5 or 6
		14	14 or 15

Minimum requirement for graduation, 131 hours.

Forty-three semester hours of the junior and senior years must be in courses numbered over two hundred.

Maximum number of hours permitted in Education, Psychology, and Student Teaching, 32 semester hours.

\* To be required of those intending to teach upper grades and of all others who do not give evidence of satisfactory background.

† Students in this curriculum take either Music 124 or Music 235.

‡ Students in this curriculum should select subject matter courses which have some relation to the work in the elementary field. Not more than a total of six semester hours may be chosen from special unrelated fields such as home economics and business education.

Students who wish to qualify for the State Limited Kindergarten-Primary Certificate should do their student teaching in the kindergarten.

Students interested in this curriculum should read item 7 on page 48.

## FOUR-YEAR ELEMENTARY CURRICULUM

Leading to the Degree of B.Ed. and Limited State Elementary Certificate  
or Limited State Kindergarten-Primary Certificate

## FRESHMAN YEAR

FIRST SEMESTER	Sem. Hrs.	SECOND SEMESTER	Sem. Hrs.
English 110 or 111.....	3	English 111 or 112.....	3
Contemporary Civilization 111....	3	Contemporary Civilization 112....	3
Natural Science Survey 109.....	4	Natural Science Survey 110.....	4
Observation and Reading 109....	1	Observation and Reading 110.....	1
Introduction to Art 111.....	3	Arithmetic in Modern Life 101....	3
Recreational Activities 101.....	1	Recreational Activities 102.....	1
	<hr/> 15		<hr/> 15

## SOPHOMORE YEAR

History of Civilization 113.....	3	History of Civilization 114.....	3
General Psychology 111.....	3	Child Growth and Development	
Hygiene 105 .....	3	108 .....	3
Economic Geography 113.....	3	Fundamentals of Speech 110.....	3
Music 111 .....	2	Introduction to Literature 112 or	
Appreciating the Arts 107.....	3	English Elective.....	3
Recreational Activities 103.....	1	Elementary Agriculture 101.....	2
	<hr/> 18	Geography Elective (a continent) .	3
		Recreational Activities 104.....	1
			<hr/> 18

## JUNIOR YEAR

American Public Education 111... 4	Curricular and Classroom Problems	
The Teaching of Arithmetic 201.. 3	236 .....	4
American Life and Institutions 217 3	Reading Methods 107.....	3
Children's Literature 201..... 3	American Life and Institutions 218 3	
Natural Science 219..... 3	Children's Literature 202.....	3
Functional English Grammar 105.. 2	Natural Science 220.....	3
	Art Processes 102.....	2
	<hr/> 18	<hr/> 18

## SENIOR YEAR

Student Teaching 210..... 8	Philosophy of Education 203.....	3
School and Community Relations	Craft Activities 127.....	2
204 .....	Speech Correction 212.....	3
Health Education 108..... 2	Music Education 124 or 235.....	3
*Electives .....	Recreational Activities for Element-	
2 or 3	ary Schools 224 .....	2
	*Electives .....	2 or 3
	<hr/> 14 or 15	<hr/> 15 or 16

Minimum requirement for graduation, 131 semester hours.

Forty-three semester hours of the junior and senior years must be in courses numbered over two hundred.

\* Electives may be Education, Psychology, or subject matter courses.

Students who wish to qualify for the State Limited Kindergarten-Primary Certificate should do their student teaching in the kindergarten.

Students interested in this curriculum should read item 7 on page 48.



# FOUR-YEAR CURRICULUM FOR SECONDARY SCHOOL TEACHERS

Leading to the Degree of B.Ed. and Limited State High School Certificate

## FRESHMAN YEAR

FIRST SEMESTER		SECOND SEMESTER	
	Sem. Hrs.		Sem. Hrs.
English 110 or 111.....	3	English 111 or 112.....	3
Contemporary Civilization 111...	3	Contemporary Civilization 112...	3
Introd. to Biological Science 110..	3	Introd. to Earth Science 110.....	3
General Psychology 111.....	3	Introd. to Physical Science 110....	3
Elective .....	3 or 4	Elective .....	3 or 4
Hygiene 105 .....	2	Fundamentals of Speech 110.....	2
Recreational Activity 101.....	1	Recreational Activity 102.....	1
<hr/>		<hr/>	
18 or 19		18 or 19	

## SOPHOMORE YEAR

Hist. of Civil. and Culture 113...	3	Hist. of Civil. and Culture 114...	3
Educational Psychology 115.....	3	American Public Education 111...	3
Electives .....	9 or 10	Electives .....	9 or 10
Art Appreciation 107.....	1	Music Appreciation 107.....	1
Recreational Activity 103.....	1	Recreational Activity 104.....	1
<hr/>		<hr/>	
17 or 18		17 or 18	

## JUNIOR YEAR

High School Problems 220.....	3	General Method 222.....	3
*Education or Psych. Elective..	2 or 3	Electives .....	12 or 14
Electives .....	10 or 11	<hr/>	
<hr/>		15 or 17	

## SENIOR YEAR

Student Teaching 210.....	4	Student Teaching 210.....	4
Introduction to Philosophy of Education 203 .....	3	*Educ. or Psychology Elective..	3 or 2
*Educ. or Psychology Elective..	2 or 3	Electives .....	6
Electives .....	6	<hr/>	
<hr/>		15 or 16	
		<hr/>	
		13 or 12	

Minimum requirement for graduation, 128 hours.

Forty-three semester hours of the junior and senior years must be in courses numbered over two hundred.

\* Minimum of Education or Psychology electives required, 7 hours; maximum permitted, 9 hours, except when students choose Psychology as a second teaching field in which case they must complete the requirements as listed on page 118.

All students following this curriculum should investigate the definite subject matter requirements for teaching in recognized and accredited high schools as listed by the bulletin on "The Recognition and Accrediting of Illinois Secondary Schools" and the North Central Association bulletin. Information concerning these requirements is available in the offices of the Director of the Training School and the Registrar.

Students interested in this curriculum should read item 7 on page 48.

# FOUR-YEAR CURRICULUM FOR SECONDARY SCHOOL TEACHERS

## Leading to the Degree of B.Ed. and Limited State High School Certificate

### FRESHMAN YEAR

FIRST SEMESTER		Sem. Hrs.	SECOND SEMESTER		Sem. Hrs.
English 110 or 111.....	3		English 111 or 112.....	3	
Contemporary Civilization 111....	3		Contemporary Civilization 112....	3	
Natural Science Survey 109.....	4		Natural Science Survey 110.....	4	
Observation and Reading 109.....	1		Observation and Reading 110....	1	
Recreational Activities 101.....	1		Recreational Activities 102.....	1	
Elective .....	3 or 4		Elective .....	3 or 4	
		15 or 16			15 or 16

### SOPHOMORE YEAR

History of Civilization 113.....	3		History of Civilization 114.....	3	
General Psychology 111.....	3		Educational Psychology 115.....	3	
Fundamentals of Speech 110.....	3		Hygiene 105 .....	3	
Recreational Activities 103.....	1		Recreational Activities 104.....	1	
Art Appreciation 107.....	1		Music Appreciation 107.....	1	
Electives .....	6 or 7		Electives .....	6 or 7	
		17 or 18			17 or 18

### JUNIOR YEAR

American Public Education 111....	4		Secondary Education 220.....	4	
Education or Psychology Elective 2 or 3			Education or Psychology Elective 2 or 3		
Electives .....	10		Electives .....	10	
		16 or 17			16 or 17

### SENIOR YEAR

Student Teaching and Special			Student Teaching and Special		
Methods 210.....	5		Methods 210.....	5	
Philosophy of Education 203.....	3		School and Community Relations		
Electives .....	6 or 8		204 .....	2	
			Electives .....	7 or 9	
		14 or 16			14 or 16

Minimum requirement for graduation, 128 hours.

Minimum of Education or Psychology electives required, 4 semester hours, maximum permitted, 5 semester hours, except when students choose Psychology for a second teaching field, in which case they must complete the requirements as listed on page 118.

Forty-three semester hours of the junior and senior years must be in courses numbered over two hundred.

All students following this curriculum should investigate the definite subject matter requirements for teaching in recognized and accredited high schools as listed by the bulletin on "The Recognition and Accrediting of Illinois Secondary Schools" and the North Central Association bulletin. Information concerning these requirements is available in the offices of the Director of the Training School and the Registrar.

Students following this curriculum must meet teaching field requirements as indicated in the first paragraph on page 47 and should read item 7 on page 48.



## FOUR-YEAR CURRICULUM FOR UNITED STATES NAVY V-1

Leading to the Degree of B.Ed. and Limited State High School Certificate

## FRESHMAN YEAR

FIRST SEMESTER	Sem. Hrs.	SECOND SEMESTER	Sem. Hrs.
English 110 or 111.....	3	English 111 or 112.....	3
Physics 150 .....	5	Physics 151 .....	5
Mathematics 111 .....	3	Mathematics 112 .....	3
History 115 .....	3	History 116 .....	3
Recreational Activity 101.....	2	Recreational Activity 102.....	2
	<hr/> 16		<hr/> 16

## SOPHOMORE YEAR

Chemistry 140 .....	5	Chemistry 141 .....	5
Hygiene 105 .....	3	Speech 110 .....	3
General Psychology 111.....	3	Educational Psychology 115.....	3
First Aid 115.....	2	Map Reading and Interpretation	
International Code 121.....	2	105 .....	2
Recreational Activity 103.....	2	Combustion Engines 126.....	2
	<hr/> 17	Recreational Activity 104.....	2
			<hr/> 17

## JUNIOR YEAR

Economics 121 .....	3	Sociology 166 .....	3
American Public Education 111...	4	Secondary Education 220.....	4
Meteorology and Climate 115....	3	Astronomy 203 .....	3
Electives .....	7	Electives .....	7
	<hr/> 17		<hr/> 17

## SENIOR YEAR

Philosophy of Education 203.....	3	Mental Hygiene 234.....	3
Student Teaching 210.....	4	Student Teaching 210.....	4
Electives .....	9	Electives .....	9
	<hr/> 16		<hr/> 16

Minimum requirement for graduation, 132 semester hours.

Forty-three semester hours of the junior and senior years must be in courses numbered over two hundred.

All students following this curriculum should investigate the definite subject matter requirements for teaching in recognized and accredited high schools as listed by the bulletin on "The Recognition and Accrediting of Illinois Secondary Schools" and the North Central Association bulletin. Information concerning these requirements is available in the offices of the Director of the Training School and the Registrar.

To meet the requirements for graduation, students must have a minimum of a first teaching field of 32 hours and a second teaching field of 16 hours, or three groups of 16 hours each.

## COURSES OF INSTRUCTION

**DEFINITION OF CREDIT.**—For credit purposes each course is assigned "semester hour" value, each "semester hour" representing one period of prepared class work per week or two periods of unprepared class work per week for one semester.

**FRESHMAN AND SOPHOMORE COURSES.**—These are the comprehensive introductory courses in the various subjects offered in the freshman or sophomore year. These courses are numbered 100-199. Only a limited number of freshman and sophomore courses may be counted for graduation when taken by juniors and seniors.

**COURSES OPEN ONLY TO JUNIORS AND SENIORS.**—These are advanced intensive courses and are not open to freshmen and sophomores. They are numbered 201-299. Forty-three semester hours of all of the work of the junior and senior years must be in these courses.

**COURSE CREDIT.**—The semester during which a course is given is indicated by a Roman numeral placed after the number and title of the course, I for the first semester, II for the second semester. A number in parentheses shows the credit value in semester hours.

The following designations are used:

I (3): a course carrying three semester hours credit, given in the first semester.

II (3): a course carrying three semester hours credit, given in the second semester.

I (3) or II (3): a course which is offered each semester.

I (4) and II(4): courses which follow in sequence, one description covering the two courses.

Prerequisites are listed when required.

Credits earned during the summer sessions or by extension are recorded with "S" or "E" preceding the course numbers.

Course offerings and teaching field requirements are listed alphabetically by departments.

### AGRICULTURE

Students electing Agriculture as a first teaching field take as a minimum the following courses: Agriculture 115, 116, 120, 121, 122, 125, 211, 218, 228, 229, 235, and a choice of either 213 or 232. Total: 35 hours.

Students who wish to qualify under the Smith-Hughes Law must have a minimum of 52 semester hours of technical Agriculture. Such students take the following courses: Agriculture 115, 116, 120, 121, 122, 124, 125, 128, 205, 211, 213, 214, 218, 219, 225, 228, 229, 231, 232, 235, 238, Biology 112, 201, 211, Physical Science 140, 144, and Geography and Geology 111. Physical Science 140, Geography and Geology 111, and Biology 112 may be substituted for Natural Science Survey 109 and 110.

Because of the large number of courses of technical agriculture required of students in this curriculum, such students are excused from taking History of Civilization. Furthermore, they take Agriculture 237 and 238 instead of education electives.

Students electing Agriculture as a second teaching field take as a minimum



the following courses: Agriculture 115, 116, 121, 122, 229, 235, and additional courses chosen from the remaining electives in Agriculture to make a total of at least 20 semester hours.

Students electing Agriculture as a third teaching field take as a minimum the following courses: Agriculture 115, 116, 121, 122, 229, 235, and additional courses chosen from the remaining electives in Agriculture to make a total of at least 20 semester hours.

A second or third teaching field in Agriculture may lead directly into a Smith-Hughes vocational preparation at a later period of study.

#### 101. ELEMENTARY AGRICULTURE—I (2) OR II (2)

An introductory course for rural school teachers. It is designed to orient the student in a broad way in the subject. Topics studied are: project work, 4-H clubs, agricultural organizations, cooperative marketing, soils, crops, breeds of live stock, feeds, and farm management.

#### 115. LIVESTOCK MANAGEMENT—II (3)

A study of the origin, development and improvement of cattle, horses, poultry, sheep and swine; the character and form of various farm animals, as affecting their capacity for production of milk, speed, work, eggs, wool, and meat; identification of types and breeds coupled with judging. The care and management of farm animals is an important part of the course.

Prerequisite: Agriculture 116.

#### 116. LIVESTOCK FEEDING PRINCIPLES—I (3)

A study of the classes of feeds, nutrients and their functions in the animal body; the nature and extent of demands for feeds for maintenance, growth, fattening, milk, wool, and work; choice of feeds and the compounding of rations.

Prerequisite: Physical Science 140.

#### 120. SOILS LECTURES—II (2)

A study of the origin, formation, and classification of soils; hygroscopic, capillary, and gravitational water; the effects of drainage and color of soils on soil temperature; the granulation and puddling of soils; the preparation of seed bed, proper tillage, and rotation for the various crops; increase and maintenance of productive capacity; soil treatments and management practices.

#### 121. FIELD CROPS—I (4)

A study of the methods of planting, cultivating and harvesting the common cereal and forage crops; the control of fungous diseases, insect pests and weeds; grades, improvement and judging of grains.

#### 122. SOILS LABORATORY—II (3)

To accompany course 120 including laboratory practice in the study of texture, acidity, plasticity, shrinkage, types, etc.

Prerequisite: Geography and Geology 111, Physical Science 144.

#### 124. FORAGE CROPS—II (3)

Production, utilization and preservation, as hay or silage of principal forage crops. Special attention given to production and maintenance of meadows and pastures, and pasture mixtures.

Prerequisite: Agriculture 121.

## 125. ORCHARDING—I (2)

A comprehensive study of the methods of propagation, variety, selections, planting, pruning, spraying, cultivation, fertilization, harvesting and marketing of the fruits, such as apple, peach, pear, plum, cherry, and other tree fruits. A further study includes the more important insects and plant diseases.

## 126. SMALL FRUIT CULTURE—II (3)

A detailed study of principles and practices involved in the commercial and home plantings of blackberries, dewberries, raspberries, currants, gooseberries, strawberries, and other small fruits.

Prerequisite: Agriculture 125.

## 128. HOME VEGETABLE GARDENING—II (2)

This course deals with the cultural and temperature requirements of the various kinds of vegetables commonly grown in this region. Special emphasis will be placed upon the home garden. Other topics to be considered are: fertilizers, tools, hot beds, cold frames, insect and disease control, factors influencing quality of vegetables, and storage.

## 202. HAY AND SEED QUALITY—II (3)

This course is concerned with the drying, germination, selection, and storage of seed; certification, distribution and growing of better seeds; hybrid corn production, grading, judging and showing grain and hay, inspection, performance and purity tests.

Prerequisite: Agriculture 124.

## 205. GENETICS—I (3)

This is a study of genetics based upon heredity, variation, and evolution. Though primarily for agricultural and science students, the fundamental nature of the course is such that it may be taken by other students for its rich social values.

## 211. INTRODUCTORY AGRICULTURAL ECONOMICS—I (3)

A study of the fundamental principles of economics in application to agriculture, agricultural finance, prices, taxation, marketing, and land use.

## 212. AGRICULTURAL ECONOMICS—II (3)

A study of the present day agricultural economics, its place in the national economy, relief programs, effect of surplus on prices and incomes; price raising schemes by government action; individual and cooperative adjustment and proposed reforms for agriculture.

## 213. FARM MANAGEMENT—I (3)

A study of factors of production such as equipment, labor distribution, cropping systems and soils; organization and operation; types of farming.

## 214. MARKETING AGRICULTURAL PRODUCTS—II (3)

An attempt is made to follow up a recent wide interest in that phase of economics known as marketing. A careful study is made concerning processes necessary, the machinery of markets, price-making forces, reasons for existing



practices, marketing services, cooperative marketing and agricultural credit facilities.

218. **ELEMENTARY DAIRYING—II (3)**

A course in the operation of Babcock machine, the testing of herds, feeding and management of herds and the testing of milk, cream, butter, cheese, and ice cream for butter fat, acid, bacteria casein and adulterants.

219. **ECONOMIC DAIRY PROBLEMS—I (2)**

A course dealing primarily with clean milk production, common dairy farm processing methods, such as separation, cooling, churning, and storage of dairy products; sales methods, records, business methods; inspection, grading and judging of commercial products.

Prerequisite: Agriculture 218.

220. **DAIRY CATTLE BREEDING—II (3)**

The purpose of this course is to study dairy herd improvement through breeding methods. It includes a study of equipment, labor, and management for purebred business, also prominent breed families, popular blood lines, pedigrees, etc.

Prerequisite: Agriculture 218.

225. **PORK PRODUCTION—I (3)**

A study of breeds of swine, selection of breeds, care and management of breeding herd, the care and feeding of growing and fattening pigs, marketing, diseases, parasites, McLean County Hog Sanitation Program and principles of selecting and judging swine for breeding and marketing.

Prerequisite: Agriculture 115.

227. **BEEF PRODUCTION—II (3)**

A study of the beef cattle industry, the care and management of the breeding herd, the care and feeding of fattening cattle, diseases, parasites, buildings and equipment, and the fitting of cattle for show and sale.

228. **POULTRY MANAGEMENT—II (4)**

A study of the selection of building site, housing, fixtures for poultry houses and yarding, choosing of breeds; management, feeding and improvement of laying and breeding flock; selection, care and incubation of eggs; brooding and growing chicks; marketing of products; prevention and treatment of diseases of chickens; also raising of ducks, geese, and turkeys.

229. **LIVESTOCK JUDGING—I (2)**

A careful study is made of the fundamentals of livestock judging and its relation to production, marketing, and showing. Individual scoring and comparative judging will be practiced. Other topics to receive attention are: show-ring practices, judging contests, and breed and variety characters.

Prerequisite: Agriculture 115.

230. **FARM MEATS—II (2)**

This course deals with farm butchering, cutting, care and curing of meats; judging of meats; correlation of conformation and finish of live animal to the quality of dressed carcass; nutritive value, economy, selection and utilization of different cuts.

## 231. GAS ENGINES AND TRACTORS—II (3)

This course provides consideration of the construction and operation theories of engines, ignition, timing, carburetors, fuels, lubrication and adjustments for farm use, as well as trouble tracing.

## 232. FIELD MACHINERY—II (3)

This is a course concerned chiefly with the repair and the adjustment of the farm machines used for seeding, tillage, and harvesting. Some consideration will also be given to the buying of the proper machinery, to the care and management of implements, and to construction and design.

## 233. POULTRY BREEDING, JUDGING, AND EXHIBITING—I (3)

Fundamental genetic principles involved in poultry breeding are studied, such as transmission of egg production, broodiness, egg shell color and feather color. Breeds and types of standard bred poultry are judged by score card, by comparison, and from the exhibition of egg production standpoint. A study will be made of the preparation of poultry for show purposes. A small poultry show will be conducted by the class.

Prerequisite: Agriculture 228.

## 235. FARM SHOP WORK—I (3)

Farm shop organization and methods of teaching. Instruction in the use and selection of tools and in the performance of farm shop jobs.

Practical jobs to develop skill in woodworking, saw, filing, tool grinding, handle fitting, harness repairing, rope work, cold metal working, farm blacksmithing, painting, furniture repairing, soldering, and drawing, as suited to the needs of rural communities.

A course designed for teachers of agriculture and teachers of general shop work in rural high schools. Designed to develop skill in performance.

## 236. FARM BUILDINGS—I (3)

Design of farm structures with regard to materials, economy, conveniences, sanitation, appearances, and cost.

## 237. AGRICULTURAL METHOD—I (3)

A practical analysis and study is made of the instructional problems involved in the teaching of agriculture in rural schools and in the non-vocational and vocational high schools. Emphasis is placed upon the proper organization and use of reference material and data from the agricultural experiment stations and research laboratories, illustrative materials, special and general equipment, lesson planning, farm and community surveys, use of job analysis, project supervision, organization of curricula and agricultural courses in the high school, laboratory and shop methods, field trips and the extension activities of the agriculture teacher.

## 238. EVENING AND PART-TIME SCHOOLS—II (3)

This is a study of the work of the teacher of agriculture in his extension activities. Methods and subject matter in evening and part-time classes as well as other extension services in vocational agriculture involving principles and vocational agriculture teachers will be considered.



## ART

Students electing Art as a first teaching field take as a minimum the following courses: Art 102, 107, 111, 112, 113, 114, 211, 224, and additional courses chosen from the remaining electives in Art making a total of 35 semester hours.

Students electing Art as a second teaching field take as a minimum the following courses: Art 107, 111, 112, 113, 114, 117, 233, and additional courses chosen from the remaining electives in Art to make a total of 22 semester hours.

Students electing Art as a third teaching field take as a minimum the following courses: Art 107, 111, 112, 113, 114, 124, and additional courses chosen from the remaining electives in Art to make a total of 16 semester hours.

### 102. ART PROCESSES—I (2) OR II (2)

A course for the kindergarten-primary curriculum. This continues the study of art through experiences in processes used by little children. Such processes as modeling, making pottery, weaving, and toy making are studied.

Prerequisite: Art 101 or 111.

### 107. ART APPRECIATION—I (1) OR II (1)

A lecture course open to sophomores in the secondary and elementary curricula. A general survey of art principles, as exemplified in the major and minor arts, both in their historical sequence and in relation to the surroundings and background of the students.

### 111. INTRODUCTION TO ART—I (3)

Open to home economics and art majors only.

A study of the fundamental art principles of line, form, tone and color as expressed in color and design, perspective, figure drawing, and lettering through the use of various media.

### 112. DESIGN AND COLOR—II (3)

A study of design structure as to its elements. Principles are applied to work in both abstract and pictorial forms. Color and its artistic application is approached with reference to its scientific background, both physical and psychological.

Prerequisite: Art 101 or 111.

### 113. MODELING—I (3)

A course dealing with the study of three dimensional form through the use of clay and modeling techniques in order to broaden the student's perceptual, visual and tactile knowledge of nature.

Prerequisite: Art 101 or 111.

### 114. FIGURE DRAWING—II (3)

Study of the appearance and articulation of the skeleton and muscular structure of the human body and their application to theories of action and rhythm. Studies are made in various media of the proportions of the figure according to age and sex.

Prerequisite: Art 113.

## 117. LETTERING—I (3)

A study of the development of various letter forms from classic Roman to modern. The student is given an opportunity to develop appreciation for the beauty of letters in form and arrangement through original practice in making advertising lay-outs, book-plates, and posters.

Prerequisite: Art 101 or 111.

## 124. METAL CRAFTS—II (2)

This course acquaints students with the characteristics and the possibilities in design and construction of various metals such as brass, copper, and pewter. Standards of appreciation, mastery of various techniques, and creative experimentation are stressed.

Prerequisite: Art 101 or 111.

## 127. POTTERY—I (2)

The study of the historical developments of pottery, the methods involved in the various processes and decoration. The study of construction and use of the kiln is an important feature of the course.

Prerequisite: Art 101 or 111.

## 131. METHODS AND MATERIALS OF RECREATIONAL ART—II (3)

The course is planned to provide the student and teacher of art with the special experiences and knowledges requisite to art counseling, camp handicraft, extra-curricular and hobby activities in the school or in recreational centers. It includes both theory and practice.

## 202. ART PROBLEMS IN THE ELEMENTARY SCHOOL—II (2)

A course dealing with the art subject matter in the elementary grades, its selection, organization, and presentation.

Prerequisite: Art 101 or 111.

## 211. ADVANCED DESIGN—I (2)

A study of design principles with creative expression in the common forms of patterns and arrangement. Practical application is made in the media of textile decoration with a linoleum block and to leather tooling.

Prerequisite: Art 112.

## 212. COSTUME DESIGN—II (2)

A brief historical survey of the apparel modes from the past to present. The specific problems of design and color, as well as personality and psychology in relation to dress for the individual, are planned in the representation of costumes.

Prerequisite: Art 114, or consent of instructor.

## 223. HOME PLANNING—I (3)

A course dealing with the application of art principles to the home, its surroundings, plan and construction, as well as phases of interior planning. The treatment of walls and floors, the selection and arrangement of furnishings and color are the subjects considered.

Prerequisite: Art 112.



## 224. ART HISTORY—II (3)

A course planned to serve as a ground work for the understanding of the arts. Art manifestations from past to present are surveyed for an understanding of the developmental forces behind the various movements and the evolution of these movements into modern art.

## 233. WATER COLOR—I (3)

A course aimed to develop in the student a technical mastery of water color as an expressive medium.

Prerequisite: Art 112.

## 235. ILLUSTRATION—I (2)

A study of the techniques and media of illustration as required in the commercial field. The subject matter includes the study of the commercial processes in black and white and color with reference to problems of reproduction.

Prerequisite: Art 114.

## 236. OIL PAINTING—II (3)

The development of the technique of oil painting, including the view points of the various schools of expression. The studies lead from still life to portraiture.

Prerequisite: Art 112.

## BIOLOGICAL SCIENCE

Students electing Biological Science as a first teaching field take as a minimum the following courses: Biological Science 111, 112, 121, 122, 131, 132, and additional courses chosen from the remaining electives in Biological Science to make a total of 37 semester hours.\*

Students electing Biological Science as a second teaching field take as a minimum the following courses: Biological Science 111, 112, and (121, 122) or (131, 132) and additional courses chosen from the remaining electives in Biological Science to make a total of 20 semester hours.\*

Students electing Biological Science as a third teaching field take as a minimum the following courses: Biological Science 111, 112, and (121, 122) or (131, 132) and additional courses chosen from the remaining electives in Biological Science to make a total of 18 semester hours.\*

## 101. NATURAL SCIENCE—I (2)

This is the first of a series of two courses of integrated science required in all of the elementary school curricula. Various aspects of plant and animal life and of the physical environment with which children are most likely to have contact are taken up. Subject matter is related to elementary school situations and is applied to an understanding of such broad concepts and scientific principles as apply to everyday life.

\* Students taking Biological Science as a teaching field take one semester of general chemistry and one of general physics in their freshman year. They are not required to take Natural Science Survey 109 and 110.

## 102. NATURAL SCIENCE—II (2)

A continuation of Natural Science 101. Emphasis is placed upon physical science of the home, food relationships and interdependence of lower organisms, green plants and animals, and upon spring expressions of plant and animal life.

## 105. HYGIENE—I (3) OR II (3)

The subject matter of the course is related to the factors actually determining health with special consideration given to the principles and practices of health promotion. The course is based upon those modern principles of hygiene that are intended to adjust the student in safeguarding and improving his own health and that of the community.

## 108. HEALTH EDUCATION—I (2) OR II (2)

The course is primarily concerned with the teaching and supervision of school health in the grades and with the prevention and control of disease in the community. The position of the various activities and studies of the elementary curriculum to the health program of the school is considered.

Prerequisite: Biological Science 105.

## 109. NATURAL SCIENCE SURVEY—I (4) OR II (4)

A science survey course for freshmen given jointly by the Department of Biological Science, Geography and Geology, and Physical Science. An appreciation of the values of the Biological, Earth, and Physical Sciences upon the development of civilization and upon everyday living.

## 110. NATURAL SCIENCE SURVEY—II (4)

A continuation of Course 109.

(Students who have had Biological Science 110 may not take Natural Science Survey 109 or 110 for credit.)

## 111. GENERAL BIOLOGICAL SCIENCE—I (3)

This is a general introductory course in biological science leading to a study of comparative physiology. As a basis for the understanding of fundamental life processes, as much of the anatomy and physiology of higher animals is taught as time permits. The course is open to those choosing biological science as one of their teaching fields.

## 112. GENERAL BIOLOGICAL SCIENCE—II (3)

The scope of botany together with its economic applications and its position in the field of education is outlined in this course. The course deals with the fundamental principles essential to a study of the structure, functions, and classification of seed plants. The experimental phases of the work are concerned with life processes common to both plants and animals.

Prerequisite: Biological Science 111.

## 121. COMPARATIVE ZOOLOGY—I (3)

This is an intensive study of animal forms of the invertebrate group.

Prerequisite: Biological Science 111.



## 122. COMPARATIVE ZOOLOGY—II (3)

The work done in Comparative Zoology 121 continues into a thorough study of representative forms of the Phylum Chordata. The phylogenetic method of procedure is supplemented by embryological studies.

Prerequisite: Biological Science 121.

## 131. COMPARATIVE BOTANY—I (3)

In this course the way is paved for an understanding of the complexities of structure and function of our useful plants by a study of their more simple ancestors. While the course is largely a morphological and taxonomic study of the Thallophytes and Bryophytes, such considerations are not regarded as ends in themselves but are used in the interpretation of those broad and sweeping principles essential to an understanding of life and existence.

Prerequisite: Biological Science 112.

## 132. COMPARATIVE BOTANY—II (3)

A study is made of the external form and internal structure of the vascular plants in which groups phylogenetic relationships are traced. The work develops into a field course in which facility in the ready identification of plants by means of keys and manuals as well as some comprehension of the ecological factors governing the distribution of plants are outcomes of the term's work.

Prerequisite: Biological Science 131.

## 201. ENTOMOLOGY—I (3): 202. ENTOMOLOGY—II (2)

The subject matter of these two courses serves as an introduction to the structure, physiology, behavior, development, transformations, distributions, and economics of insects. The laboratory exercises includes a study of the structures by which insects are classified as well as practice in collecting, mounting, and identifying insects. The course is adapted to the needs of students of agriculture or biological science.

Prerequisite: Biological Science 111.

## 206. FIELD ANIMALS—II (3)

Birds, fish, reptiles, amphibians, and predatory as well as game animals are studied in the field. Such parasites of these animals as are harmful to man are also considered. Conservation is a component part of the course.

Prerequisite: Biological Science 111.

## 209. FIELD BIOLOGY—(Summer Only) (3)

This course in field biology is especially designed to foster a spirit of scientific leadership among teachers interested in the promotion of wholesome outdoor interests in the group activities of young people. Included are studies of plants and animals in their native surroundings, a consideration of the basic principles of wild life conservation arising from such studies, and an analysis of the objective to be attained in the preparation and use of collections.

Prerequisite: A course in Biological Science.

## 211. INTRODUCTORY BACTERIOLOGY—I (3) OR II (3)

This is a course in bacteriology planned to meet the needs of students in agriculture, home economics, health-sanitation, and science in general. Yeasts, fungi, and bacteria are studied in relation to human welfare.

Prerequisite: A laboratory course in Biological Science.

## 212. GENERAL BACTERIOLOGY—II (2)

This course is a direct continuation of Introductory Bacteriology. It is designed for those students who need more specific information both in regard to bacteriological methods of procedure and applications than is contained in the first course in bacteriology.

Prerequisite: Biological Science 211.

## 214. PLANT PATHOLOGY—II (3)

A study is made of those types of plant disease caused by bacteria and fungi.

Prerequisite: Biological Science 112.

## 215. PLANT PHYSIOLOGY—I (2)

Plant physiology as it deals with the reactions of plants to natural factors in their environment and their further response under the hand of man is studied in this course.

Prerequisite: Biological Science 112.

## 219 AND 220. NATURAL SCIENCE—I (3) AND II (3)

This is an integrated course in the natural sciences especially designed to meet the professional needs of teachers in the elementary schools.

## 221. ADVANCED NATURAL SCIENCE—I (3)

A study is made of the influences which certain conspicuous features of the natural environment have upon plant and animal life. While the approach is largely that of the naturalist and conservationist, it is realized that the processing of products of the field and farm at centers of industry involves a chain of scientific processes which must be taken into consideration for a full understanding of modern life. The course aims to foster creative effort in the teaching and supervision of science in the elementary and junior high school.

Prerequisite: Biological Science 101 and 102, or Biological Science 110 and 111.

## 222. APPLIED NATURE STUDY—II (3)

This course is designed to foster a spirit of scientific leadership on the part of the teacher, i.e., self reliance in a more critical study of phases of the natural environment such as constellations and plant and animal groups, as well as recognition of the significance of the immediate physical factors in such studies with a view toward their use in the more social aspects of science, namely, in boy and girl scouting, in garden clubs, in nature study organizations, in civic improvement, and in the cultivation of wholesome activities. The assembly of collections and the care of museum material naturally receive attention.

Prerequisite: Biological Science 221.



### 232. METHODS AND MATERIALS IN HIGH SCHOOL BIOLOGICAL SCIENCE—II (3)

This course deals with the outcome that should be aimed at in the teaching of biological science in the high school; with the selection and organization of subject matter for high school courses; with the methods of laboratory and classroom instruction; with the collection and preservation of laboratory and museum materials; with the position of biological science in the health program of the school; and with the general current problems of science teaching in the high schools.

Prerequisite: Biological Science 122 or 132.

### 240. MODERN HEALTH PROBLEMS AND PROCEDURES—I (3)

The course is designed to assist any classroom teacher or principal interpret personal and group health problems, viz.: (1) personal well-being, (2) the modern school health program, (3) home and school cooperation, (4) organized health activities, (5) sex education. The effects of these problems in the public school and community are considered with emphasis on the need for intelligent interpretation and planning for preventing problems of social and public health significance.

Prerequisite: Biological Science 105 and 108, or Biological Science 105 and three additional hours in Biological Science.

### 250. THE HUMAN BODY—MORPHOLOGY, FUNCTION AND BEHAVIOR—I (3) OR II (3)

This is a laboratory and lecture course particularly designed to meet the needs of teachers colleges. Special attention is given to an understanding of human behavior as explained by studies in endocrinology and neurology. The physiology of muscular activity is also stressed.

Prerequisite: Biological Science 122.

### 251. THE HUMAN BODY—MORPHOLOGY, FUNCTION AND BEHAVIOR—II (2)

This course is a continuation of Course 250.

Prerequisite: Biological Science 250.

## BUSINESS EDUCATION

Students electing Business Education as a first teaching field take as a minimum, one of the following sequences:

GROUP I. Business Education 111, four hours in typewriting to be chosen from (112, 113, 114, 116), 115, 122, 123, 124, 131, 132, 211, 212 (secretarial science) and additional electives in Business Education to make a total of 32 semester hours.

GROUP II. Business Education 111, 117, 131, 132, 231, 232, 241, 242, 252, 253, 254, 255 or 256 (accounting and law) Total: 35 hours.

Students electing Business Education as a second teaching field take as a minimum, one of the following sequences:

GROUP I. Business Education 112, 113, 114, 116, 122, 123, 124, 212 (secretarial science) Total: 20 hours.

GROUP II. Business Education 117, 131, 132, 231, 232, 241, 242 (accounting and law) Total: 21 hours.

GROUP III. Business Education 111, 131, 132, 252, 253, 254, 256 (general business) Total: 20 hours.

GROUP IV. Business Education 111, 117, 252, 253, 254, 255, Psychology 211 (distributive business) Total: 19 hours.

Students electing Business Education as a third teaching field take as a minimum one of the following sequences:

GROUP I. Business Education 112, 113, 114, 116, 122, 123, 124, 212 (secretarial science) Total: 20 hours.

GROUP II. Business Education 117, 131, 132, 231, 232, 252 (accounting) Total: 18 hours.

GROUP III. Business Education 131, 132, 252, 253, 255, 256 (business administration) Total: 18 hours.

GROUP IV. Business Education 241, 242, 252, 253, 255, 256 (business administration and law) Total: 18 hours.

GROUP V. Business Education 111, 117, 252, 253, 254, 255, Psychology 211 (distributive business) Total: 19 hours.

NOTE: Students entering with some preparation in typewriting and shorthand in high school or private school, may modify the sequences in secretarial science under advisement.

#### 111. ELEMENTS OF BUSINESS—I (3)

An introductory course in business education required of all majors in the business education curriculum. It includes a survey of business behavior and business practices and the basic fundamentals of business operation to include borrowing, lending, elementary contract making, business ethics, buying and selling practice, planning and budgeting, and an approach to the mathematics of business activities. The object is to orient the student to business thinking.

#### 112. TYPEWRITING—II (2)

This is a course for freshmen in business education who have had no instruction on the typewriter. At the end of the semester the student is expected to have a knowledge of the machine and must be able to type smoothly, accurately, and continuously on straight copy material for ten minutes.

#### 113. TYPEWRITING—I (2) OR II (2)

This course follows Typewriting 112 and is organized for those who have had one year of high school work, or one semester of college work, in typewriting. The objective is to carry individual skills in operation to a minimum attainment of thirty-five words per minute. Instructional methods are included in the syllabus.

Prerequisite: Business Education 112.

#### 114. TYPEWRITING—I (2) OR II (2)

Attention is given to the building of speed and at the end of the course the student must submit three ten-minute tests with a net rate of at least fifty words per minute. The student is also expected to show reasonable skill in setting up



all forms of letters, typewriting legal and business documents, tabulation, and in cutting stencils.

Prerequisite: Business Education 113, or two years of high school typewriting.

#### 115. BUSINESS ENGLISH—I (2)

Open to juniors in the business education fields. This course emphasizes the fundamental principles that govern the several kinds of business letters and give practical methods of handling the more typical situations. All types of letters are prepared and discussed. The course is a combined study of the business letter and practical English.

#### 116. TYPEWRITING—I (2) OR II (2)

This course includes units in advanced correspondence, dictation, legal and business documents, and the student is expected to maintain a high standard of work. Open to students who have had two years of high school typewriting, and who omit Typewriting 112 and 113. Methods will be included in the syllabus.

Prerequisite: Business Education 114, or two years of high school typewriting.

#### 117. BUSINESS MATHEMATICS—I (3) OR II (3)

This is a background course for business education groups and will provide training for those preparing to teach commercial arithmetic in high schools. Problem material in this course will deal with fundamental business calculations, financial statements and analysis, and the mathematics of merchandising.

#### 122. SHORTHAND—II (3)

This is a beginning course covering six chapters in the Gregg Manual with reading of corresponding chapters in Brewington's "Direct Method Materials in Gregg Shorthand." Writing by sound, construction of outlines according to principle, good writing technique, and ability to write from dictation are taught through daily drills, sentence dictation, and much reading of shorthand.

#### 123. SHORTHAND—I (3) OR II (3)

Open to sophomores, or to freshmen who have had one year of high school training. The course is a continuation of Shorthand 122. It completes the *Manual* and the reading text, continues with dictation and vocabulary building, and introduces transcription. Dictation speed at seventy or eighty words per minutes is expected of the average student, with sixty as a minimum requirement on a five-minute test.

Prerequisite: Business Education 122, or one year of high school shorthand.

#### 124. SHORTHAND—I (3) OR II (3)

This is primarily a dictation and transcription course with emphasis on letter set-up, principles of business English, and development of transcribing speed and ability. Speed objective: 100 words per minute for five minutes is expected of the average student, with eighty-word rate the minimum requirement.

Prerequisite: Business Education 123, or two years of high school shorthand.

### 131. ACCOUNTING—I (3)

The business equation is the introduction. The student is taken through a study of operating statements and balance sheets with particular attention to the forms and the sources of the facts in the statements. Through a gradual development of accounting theory, the course leads to a study of business records in single proprietorship and in partnership. The student has practice with controlling accounts, columnar journals, adjusting and closing books. The "work sheet" is much used.

### 132. ACCOUNTING—II (3)

A sequence course following Accounting 131. Corporation accounting is introduced. The course further leads to a consideration of cost accounting elements and the preparation of manufacturing statements. Much problem material is used in order to give the student sufficient opportunity for practice in accounting usage. The interpretation of simple financial statements is made a part of the course.

Prerequisite: Business Education 131.

### 211. ADVANCED OFFICE PRACTICE—I (2)

An advanced course in office techniques and management designed to give the student practice in assuming various office duties, to supervise office routine, and to gain a measure of skill on the various office machines currently in business use. (Open only to students electing secretarial science as a first teaching field.)

Prerequisite: Business Education 114 or 116, or six semester hours in typewriting.

### 212. METHODS AND MATERIALS IN SHORTHAND—I (3) OR II (3)

This is a methods course in the teaching of shorthand and is intended for teachers in service who wish to strengthen their technical qualifications to meet certification requirements. Attention is given to the various methods of presenting Gregg Shorthand. Much supplementary material is considered. Students wishing to qualify by the proficiency test method must have a degree. They must also pass both this course and the proficiency test of dictation at one hundred words per minute and the transcription at thirty-five words per minute.

Prerequisite: (1) Regular undergraduates must have completed the sequence of Shorthand 122, 123, and 124; or other undergraduates must present six semester hours of credit in shorthand; or three hours of credit plus two years of high school training in shorthand, or in lieu of high school training, the equivalent in a business college; (2) A degree and ability to pass a test showing knowledge of theory, ability to read shorthand, and ability to handle dictation at sixty words per minute.

### 213. METHODS AND MATERIALS IN TYPEWRITING—(Summer Only) (3)

Methods of teaching typewriting and the use of teaching materials are made the basis of this course. It is open to teachers in service who wish to improve their qualifications, and to teachers with degrees who can meet the requirements of proficiency tests. Students wishing to qualify by the proficiency test method must have a degree. They must also pass both this course and the proficiency test of forty-five words a minute for fifteen minutes.

Prerequisite: (1) Five semester hours; or three semester hours and two years of high school training in typewriting or in lieu of high school training,



the equivalent in a business college; (2) A degree and ability to pass tests showing a knowledge of keyboard operation, knowledge of elementary forms of letter set-ups, and ability to pass a ten-minute test of thirty words per minute.

214. METHODS AND MATERIALS IN JUNIOR BUSINESS TRAINING — (Summer Only) (3)

This course will include a study of textbooks, selection of material, planning of presentation, and a critical survey of methods, in the elementary business training field, with attention to the allocation of proper materials and their treatment to high school freshmen. Open to teachers in service who are interested in this growing field of work. (Students who have credit in 225 may not receive credit for this course.)

225. METHODS AND MATERIALS IN BUSINESS EDUCATION—(Summer Only) (3)

Course content includes study of methods and materials in junior business training, in bookkeeping, business mathematics, and in business law. Instructional devices, text-book analysis, observation of instruction, and field surveys make up portions of the course. The work is particularly designed for teachers in service who wish to extend their effectiveness in business teaching. (Students who have had credit in 214 may not receive credit for this course.)

229. ACCOUNTING—(Summer Only) (3)

An elementary course in manufacturing and cost accounting. The course includes a study of the elements of manufacturing cost and methods of recording, adjusting, and presenting managerial information for a manufacturing enterprise. Particular attention is paid to methods of expense distribution and the application of factory overhead.

Prerequisite: Business Education 132, or six semester hours of accounting.

230. ACCOUNTING—(Summer Only) (3)

This is a course in auditing theory and practice. A thorough consideration is made of the principles of internal check and those portions of accounting procedure which bear directly upon internal and external audits. Methods of verification, control of properties, and presentation of financial information, are studied.

Prerequisite: Two semester hours of elementary accounting.

231. ACCOUNTING—I (3)

A study is made of revenue records affecting all types of business ownership. General accounting theory is discussed as applied to corporations with special emphasis on concrete problems in manufacturing enterprises. Techniques of bookkeeping instruction are also introduced.

Prerequisite: Business Education 132.

232. ACCOUNTING—II (3)

This course includes a study of accounting for special types of business, together with a review of general accounting theory. A general survey is made of accounting for social security, system and auditing, and the relation of accounting to income taxation.

Prerequisite: Business Education 231.

## 241. BUSINESS LAW—I (3)

The first of two courses in business law will include a thorough discussion of contracts. It is intended to use as many illustrative cases as time will permit. The course will also include consideration of material and cases of bailments and in sales of goods.

## 242. BUSINESS LAW—II (3)

The course will cover the following divisions of business law: negotiable instruments, installment sales, insurance, loans and discounts, partnerships and other business associations, property, social legislation, and some treatment of the tax laws as they affect business management.

Prerequisite: Business Education 241.

## 252. ECONOMICS OF BUSINESS—II (3)

This course is open to senior college majors in business education and to others electing a second field in business education. The purpose of the course is to adjust economic theory to intelligent business administration. Much attention is given to practical application of economics in distribution with special reference to questions of transportation, risk, money, credit, and markets.

## 253. BUSINESS ORGANIZATION AND MANAGEMENT—I (3)

Open to senior college majors in business education or in social science, or graduates who have had six hours of economics. The course will deal with forms of business enterprise, methods of organization, internal operating policies, and case material in management. The corporation will be studied particularly. Business promotion, plant location, managerial structure, factory planning, and labor management are topics of study.

Prerequisite: Business Education 252.

## 254. ADVERTISING AND SALESMANSHIP—II (2)

This course deals with the more practical problems of distribution of goods and consumer demand. A study is made of the applied principles of selling, both through publicity channels and through direct personal approach. Some selling practice is attempted and personnel development methods are used.

Prerequisite: Business Education 252.

## 255. MARKETING—I (3)

This course is open to senior college students who are majors in business education or in social science, or who elect business education as a second field. It will have two objectives: one, to acquaint the student with the formation and functions of a market and the methods used in business to organize and control the distribution of industrial goods; second, the study and application of the practical business problem of managing the sales activity.

Prerequisite: Business Education 252.

## 256. BUSINESS FINANCE—II (3)

Open to senior college majors in business education and social science, and to others electing a second field in business education. The course includes a study of credit and financial controls, analyses of financial statements, the function of



banking as a business, the interpretation of the security markets, and the internal management of the finance function in management. Much case material will be used.

Prerequisite: Business Education 252.

257. ORGANIZATION OF DISTRIBUTIVE EDUCATION—(Summer Only) (3)

It is planned to include materials and current developments in marketing practice, with particular emphasis on the problems of retailing. Application of the provisions of the George-Deen Act are considered. Integrated with this course will be a program of retail selling practice for high school students, carried on simultaneously and utilized for observation and some practice teaching.

Prerequisite: Senior standing.

## CIVILIAN PILOT TRAINING

121. CIVILIAN PILOT TRAINING—I (3) OR II (3)

This course is taught as outlined and prescribed by the Civil Aeronautics Administration. It consists of: 6 hours, General Service of Aircraft; 18 hours, Civil Air Regulations; 24 hours, Meteorology; 24 hours, Navigation. Applicants must have passed their 19th but not their 26th birthday at the time of enrollment in the course. They must also have completed one year of college and pass a rigid physical examination.

## EDUCATION

105. CURRICULAR PROBLEMS—I (3)

This course deals primarily with the selection and organization of curriculum materials in the elementary school, and the general administrative problems involved therein. Materials and methods in science and language arts are emphasized.

Prerequisite: Education 102 and 104.

106. PROBLEMS IN CLASSROOM TECHNIQUE—I (2) OR II (2)

This course is a continuation of Education 105. It parallels student teaching and deals with the problems encountered by the student in actual schoolroom situations, such as directing learning activities and measuring results. Materials and methods in social studies are considered.

Prerequisite: Education 102 and 104.

107. READING METHOD—I (3) OR II (3)

A consideration, based on findings of scientific research, of the reading needs of children in the elementary grades—primary, intermediate, and upper grades—is the fundamental emphasis of the course. Uses of various types of reading materials, development of good study habits, and desirable attitudes toward reading are stressed.

Prerequisite: Education 102.

108. CHILD GROWTH AND DEVELOPMENT—II (3)

This course offers the opportunity to become familiar with the physical, mental, emotional, and social growth and development of children, and of the

way in which this growth is influenced by home and school environment. Much observation of children from infancy through adolescence provides the basis for the course. (Students who have had 102 may not receive credit for this course.)

Prerequisite: Education 111.

109, 110. OBSERVATION AND READING—I (1) AND II (1)

This course, continuous throughout the freshman year of the elementary and secondary curricula, introduces the student to the activities of children and pupils in a wide variety of situations both on and off the campus. Through observation, discussion and gradual participation, insight into the problems of the classroom is developed and a professional background for the student's entire program is provided. The emphasis on reading in this course is directed toward understanding the nature and extent of reading as a great cultural and professional activity.

111. AMERICAN PUBLIC EDUCATION—I (3) OR II (3)

This course gives an overview of American public education, with special emphasis on the American public school system. Among the units considered are: organization of American public education; levels of education, including pre-elementary, elementary, secondary, higher education, and education for out-of-school youth and adults; the personnel in public education; provisions for materials and environment; and issues in American public education.

The University of Illinois accepts this course in lieu of their History of Education requirement for graduate work.

Prerequisite: Psychology 111.

120. STUDENT TEACHING—I (8) OR II (8)

This course is required of all students in the two-year curricula. The student is assigned to an elementary room and works under the supervision of a critic teacher. The work includes observation of the growth and development of a group of children, observation of the work of the critic teacher, instruction of individual pupils and of small groups of children, participation in the activities of the pupils and in the activities of the whole school, and it culminates in taking full responsibility for the instructional activities of the room. (Two-year curricula will be discontinued after July 1, 1943.)

Prerequisite: At least one semester of residence at Illinois State Normal University, Education 104 or 108, satisfactory preparation in the elementary subjects, and the approval of the Director of the Training Schools.

121. READING CLINIC—(Summer Only) (1)

A guest instructor and regular staff members will conduct the course during one week. This clinic deals with basic reading problems.

122. PARENT-TEACHER ASSOCIATIONS—(Summer Only) (1)

This is an intensive one semester hour credit course for one week. The purpose, program, and organization of parent-teacher work will be discussed. The Illinois Congress of Parents and Teachers is cooperating in offering this course.

131. WORKSHOP IN ELEMENTARY EDUCATION—(Summer Only) (3)

This course is intended to give direct and practical help on major teaching problems, such as the improvement of the reading program, the use of the new Illinois State Curriculum Guide, the utilization of community resources or studies



of similar scope. Each member of the class may center his work, reading, observation, and class activities around a problem directly related to his own teaching position. (This course may be used as a substitute for Education 103.)

Prerequisite: Teaching experience.

141. WORKSHOP IN RURAL EDUCATION—(Summer Only) (3)

This course is similar to the one above except that the problems selected will deal with rural education.

Prerequisite: Teaching experience.

201. THE JUNIOR HIGH SCHOOL—I (2)

A course dealing with the origin, history, psychological basis, functions, program of studies, subject content, methods, organization, and administration of the Junior High School.

Prerequisite: Psychology 115.

202. METHODS AND MATERIALS IN CHARACTER EDUCATION—II (2)

A presentation of materials and methods in actual use in the development of character; determining objectives involving character emphasis in the light of general school objectives; organization and use of school activities in the furtherance of character development; relation of a program of character education to the entire field of education with special reference to qualifying present and future generations for a type of "best living" in all their human relationships.

Prerequisite: Psychology 115.

203. INTRODUCTION TO PHILOSOPHY OF EDUCATION—I (3) OR II (3)

This course makes a philosophical interpretation of education in and for the democratic way of living. The nature of the educative process, the purposes and functions of education, and the methods of attaining educational ends are examined in the light of current philosophies. There is an attempt made to help the student develop a firm basis for a philosophy of life and of education directed toward promoting the common welfare in a democratic society.

Prerequisite: Completion of all other required education courses, and senior year standing.

204. SCHOOL AND COMMUNITY RELATIONS—II (2)

This course will deal with the techniques of securing a position and the developing of effective teacher relationships with supervisory officers, boards of education, and the community at large. Some of the problems which will be studied are the P.T.A., home visitation, participation in community activities, the local newspaper, and school support.

Prerequisite: Psychology 115.

206. RURAL EDUCATIONAL INSTITUTIONS AND LEADERSHIP—II (3)

This is a course in rural educational sociology and leadership. The educational institutions and agencies such as the home, the school, the church, the Grange, the Farm and Home Bureaus, the 4-H Clubs, the newspaper, the drama, and the festivals are studied with special attention to leadership technique. Rural social and economic changes, including subsistence farming, rural electrification, adult education, and land planning, receive attention.

Prerequisite: Education 106 or 108 or Psychology 115.

## 207. HISTORY OF AMERICAN EDUCATION—I (3)

This course aims to qualify for more intelligent, appreciative and progressive participation in present-day education and life by an understanding of the origin and development of educational systems and educative processes. A comparative view of contemporary education in other countries is included.

Prerequisite: Psychology 115.

## 208. ELEMENTARY SCHOOL TESTS AND MEASUREMENTS—II (2)

This is a study of methods and uses of objective measurements in the elementary school, including both achievement and intelligence tests. Special emphasis is given to achievement tests, their evaluation, methods of administering, analysis of results, and remedial teaching.

Prerequisite: Education 106 or 108.

## 210. STUDENT TEACHING—I (4) AND II (4)

This course is required of all students in the senior year of all four-year curricula. Students in the elementary curricula are assigned to a room in an elementary school. Students in the general secondary curricula are assigned to a high school to teach in their major and minor fields. Students in some of the special curricula (art, music, physical education, industrial arts, speech, and home economics) may be assigned to both elementary and high school levels. The general nature of the course is practically the same as that given for Education 120.

Prerequisite: At least one semester of residence at Illinois State Normal University, senior college classification, satisfactory preparation in subject fields and professional courses, and the approval of the Director of Student Teaching.

## 213. DIAGNOSTIC AND REMEDIAL INSTRUCTION—I (2) OR II (2)

This course is intended for teachers in the elementary grades and for those who wish to prepare especially for teaching in remedial and opportunity rooms. It deals with diagnosis of pupil difficulty, preparation of appropriate remedial procedures, and the evaluation of the effectiveness of remedial work. The work of the course is closely related to actual remedial instruction in the training school. Each student makes a case study of a pupil selected either from her own situation or from the training school.

Prerequisite: Education 106 or 108.

## 217. RURAL ELEMENTARY TEACHER PROBLEMS—I (2)

This course is especially designed for senior college students who have had no special preparation in rural school education. It will include both rural school management and instruction. Special attention will be given to school house-keeping and the teaching of subject matter in all the elementary grades in a one-teacher school. A chance will be given to become acquainted with much background material in the rural field.

Prerequisite: Education 106 or 108.

## 219. ADVANCED READING CLINIC—(Summer Only) (1)

A guest instructor and regular staff members will conduct the course during one week. This clinic stresses problems in remedial reading. Demonstrations of new and special equipment in connection with remedial work.

Prerequisite: Education 107 or 121.



## 220. HIGH SCHOOL PROBLEMS—I (3) OR II (3)

A study of the extra-instructional problems of the secondary school teacher as determined by the nature of the adolescent and by the demands of society. Such problems as guidance and counseling, the secondary school curriculum, extra-curricular activities, behavior problems, individual differences, marking systems, keeping of records, schedule making, and the providing of a healthful environment, are considered.

Prerequisite: Psychology 115.

## 221. HIGH SCHOOL TESTS AND MEASUREMENTS—I (2) OR II (2)

This course deals with achievement and intelligence tests in the secondary school. Particular emphasis is placed upon the achievement tests, their evaluation, methods of administering, analysis of results, and remedial teaching.

Prerequisite: Psychology 115.

## 222. GENERAL METHOD—I (3) OR II (3)

This course emphasizes the basic principles and techniques of teaching in secondary schools. Learning goals of the secondary school, selection and organization of subject matter, assignment procedures, use of illustrative materials, instructional planning, various methods of teaching, and evaluating the results of instruction.

Prerequisite: Education 111, Psychology 115.

## 223. SECONDARY SCHOOL READING—(Summer Only) (3)

This course will be concerned with both developmental and remedial aspects of high school reading, and is intended for senior and junior high school teachers, supervisors, and administrators. It will deal with the identification and development of reading skills and techniques which are necessary at various secondary levels of learning. It will teach procedures which are of help in vocabulary building, in the improvement of comprehension and interpretation, and in the adaptation of rate to purposes of reading. In addition, special consideration will be given to reading problems in the content subject fields, problems relating to reading interests and tastes, problems of securing state-wide and other reading tests and practice materials, and problems encountered by administrators in setting up and maintaining an every-subject reading program and remedial reading classes.

## 224. EXTRA-CURRICULAR ACTIVITIES IN SECONDARY SCHOOLS—II (2)

The purpose of this course is to give an overview of the so-called extra-curricular activities in secondary schools. It emphasizes types of activities, aims and values, practices in organization, administration, and supervision of these activities.

Prerequisite: Psychology 115.

## 227. GUIDANCE—I (2)

A course dealing with the aims, needs, development, and present status of guidance in the secondary school. It includes a study of individual capacities and personal factors, the exploration of special abilities and interests, and the giving of information in making vocational choices. It emphasizes the role of the classroom teacher with respect to the guidance function of the secondary school.

Prerequisite: Psychology 115.

## 230. SECONDARY SCHOOL CURRICULUM—I (2) OR II (2)

The purpose of this course is to give opportunity for a study of: revisions and reconstructions in secondary school curricula; educational objectives as criteria for the selection of the material; different types of instructional units; evaluation of textbooks and other forms of curriculum materials.

Prerequisite: Psychology 115.

## 231. PUPIL ACTIVITIES IN THE ELEMENTARY SCHOOL—(Summer Only) (3)

This course is intended for teachers who wish an opportunity to study and evaluate varied activities found in the modern elementary school curriculum. It is planned particularly to help teachers to select and organize curriculum materials in units or work. Observation of such units in progress in the training school and discussion of them are an important part of the course.

Prerequisite: Education 106 or 108.

## 235. THE ELEMENTARY SCHOOL CURRICULUM—I (2)

This course, a continuation of Education 108, deals primarily with the contribution of the elementary school through its curriculum to the child's total development. It includes a study of such topics as the changes in school curriculum; various current view-points; the relation of educational objectives to the curriculum; classroom administration and the application of techniques of curriculum construction. Tentative conclusions reached through observation of children are verified and broadened by a study of research and the opinion of experts. (Students who have had 105 may not take this course for credit.)

Prerequisite: Education 108.

## 236. CLASSROOM PROBLEMS—II (3)

This is the third semester of an integrated study of child development, emphasizing the more specific problems of the classroom. The course is concerned with the fundamental principles of child interest and need on which teaching procedures are based, and the conditions under which desirable learning takes place. Observation and participation in typical schoolrooms form the basis for discussions and for a study of the literature in this field. Experiences are provided in order to develop a functional understanding of such problems as those of group control; teacher and pupil activities; the selection and organization of curriculum material; and the evaluation of instruction.

Prerequisite: Education 235.

## 237. TEACHING PROBLEMS—I (2)

This course is a continuation of Education 236. It parallels student teaching in the four-year elementary curriculum. Members of the class bring problems from their own school rooms for discussion and study. The use of tests as a basis for diagnosing the needs of children is developed. Particular attention is given to planning, materials, and methods in the social studies.

Prerequisite: Education 236.

## 240. AUDIO-VISUAL EDUCATION—II (3)

This course deals with theory, materials, and methodology of audio-visual aids. It includes a study of the results of the experimental researches in audio and visual instruction; criteria for evaluating and selecting materials; sources and



care of materials; and methods of using radio and visual aids in the classroom. Technique in photography, the making of slides and film strips, and practice in operating all types of audio-visual equipment are a part of the laboratory work in the course.

Prerequisite: Education 106, 222, or 236.

250. CURRENT TRENDS IN EDUCATION—(Summer Only) (1) OR (2) OR (3)

This course deals with the new trends and movements in education as revealed by changes in (1) materials of instruction, (2) methods of teaching and learning, (3) pupil behavior, (4) control and administration of schools, (5) state and federal activities in education, and (6) developments in teacher education.

Prerequisites: Psychology 115, Education 111.

260. ADMINISTRATION OF SMALL SCHOOLS—I (3)

This is a general course in the administration of small school systems and deals with the problems of administration from the point of view of high school and elementary school administrators. Consideration is given to the organization of these schools, the work of the principal, the school plant, the staff, organization of the curricula, administration of guidance and extra-curricular activities, records and reports, public relations, the improvement of instruction, and the administration of pupil personnel.

Prerequisite: Education 106, 108, or 222.

261. BEHAVIOR PROBLEMS OF THE ELEMENTARY SCHOOL—(Summer Only) (3)

A course for the classroom teacher, dealing with the diagnosis and treatment of difficult children. Typical problems in behavior, factors in maladjustment, and discipline are considered. Opportunity for intensive study of a special behavior problem is offered.

262. EDUCATION OF EXCEPTIONAL CHILDREN—(Summer Only) (3)

Planned to help teachers with problems in the education of physically handicapped and mentally exceptional children, blind, crippled, deaf, delicate, mentally subnormal. Surveys present provision for such children through institutional and other agencies. Considers preventive and educational measures possible in the public school, materials and equipment needed, and methods of instruction.

263. UNITARY PROCEDURE IN TEACHING AND LEARNING—(Summer Only)  
(1) OR (2) OR (3)

This course in methods of teaching and learning deals specifically with the unit organization of subject matter, materials, and activities; the unit method of teaching; and various related phases of educational procedure. (This course may not be taken for credit by any student who has credit in 105, 106, 235, or 236.)

264. SCHOOL LAW—(Summer Only) (3)

An overview of the more common school laws of the United States with particular attention to those of Illinois. An attempt to trace the historical development of the more important legislation to discover changes in attitude and also present trends. Brief consideration of measures which have been recently proposed but not enacted into law.

Prerequisites: Education 111 and Psychology 115.

## 268. YOUTH AND ADULT EDUCATION—(Summer Only) (3)

This course has a series of units dealing with (1) education for out-of-school youth and (2) adult education. Specific youth educational facilities considered are: Civilian Conservation Corps, National Youth Administration, Vocational Guidance, Defense Program, Camping Youth Hostels, etc. Among the areas of adult learning discussed are: literacy education, Americanization forums, town meeting of the air, church nights, activities of Works Progress Administration, etc.

## ENGLISH

Students electing English as a first teaching field take as a minimum the following courses in addition to the Freshman English: 121 (or both 211 and 212), 122 (or both 213 and 214), 131 or 132 (preferably both), 105 or 275, 276, and 277, and additional courses chosen from the remaining electives in English to make a total of 38 semester hours.

Students electing English as a second teaching field take as a minimum the following courses in addition to the Freshman English: 121 or 122 (preferably both), 131 or 132 (preferably both), 105 or 275, 276, and 277, and additional courses chosen from the remaining electives in English to make a total of 22 semester hours.

Students electing English as a third teaching field take as a minimum the following courses in addition to the Freshman English: 121 or 122 (preferably both), 131 or 132 (preferably both), 105 or 275, 276, and 277, and additional courses chosen from the remaining electives in English to make a total of 18 to 20 semester hours.

Prerequisite to all courses numbered 130 and above: 6 semester hours of Freshman English.

## 105. FUNCTIONAL ENGLISH GRAMMAR—I (3) OR II (3)

Primarily for students who intend to teach seventh and eighth grade grammar. Emphasizes the principles of sentence structure and the nature of the parts of speech.

## 110. ENGLISH LANGUAGE AND COMPOSITION—I (3) OR II (3)

A study of the principles underlying accepted usage in diction, sentence structure, and punctuation.

Required of all students except those whose entrance examination in English shows superior training.

## 111. COMPOSITION BASED ON READING—I (3) OR II (3)

A study of the principles of composition with frequent practice in writing, including one long expository paper based on individual reading. The work in composition is paralleled by readings in the modern essay, biography, fiction, and drama. Required of all students.

Prerequisite: English 110 or exemption.

## 112. INTRODUCTION TO LITERATURE—I (3) OR II (3)

Wide reading in contemporary literature to develop breadth of appreciation. Practice in the writing of criticism and other literary forms. Required to complete



six hours of Freshman English of all who were exempt from English 110; open as an elective to others.

Prerequisite: English 110, or exemption, and English 111.

121. SURVEY OF ENGLISH LITERATURE—I (3) OR II (3)

A study of English literature from its beginnings through the eighteenth century.

122. SURVEY OF ENGLISH LITERATURE—I (3) OR II (3)

A study of English literature of the nineteenth and twentieth centuries.

131. AMERICAN LITERATURE—I (3) OR II (3)

A study of American literature from its beginnings to 1860, with emphasis on transcendentalism, romanticism, and early realism.

132. AMERICAN LITERATURE—I (3) OR II (3)

A study of American prose and poetry from 1860 to the present.

161. ADVANCED WRITING—I (2) OR II (2)

A course in the structure and methods of detailed exposition. Emphasis is placed on the methods and standards of investigation, on organization of subject matter, and on the principles governing connected discourse.

165. JOURNALISM—I (3) OR II (3)

An introduction to the principles and practices of newspaper writing and editing. Students must reserve some time during the day for reporting on *The Vidette*.

166. JOURNALISM—I (3) OR II (3)

A continuation of Journalism 165 with special emphasis on editorial writing and the problems of editing, with practice on *The Vidette*. Some study is made of metropolitan newspapers and contemporary newspaper men.

Prerequisite: English 165.

201. CHILDREN'S LITERATURE TO 1900—I (3)

An advanced course which includes a brief study of the history of children's literature and a rather intensive study of literature to 1900 suitable for children in the elementary grades.

Prerequisite: English 101, 102, 103, or 104.

202. RECENT LITERATURE FOR CHILDREN—II (3)

A survey which includes a brief study of the illustration of children's books and a rather intensive study of prose and poetry written for children since 1900.

Prerequisite: English 101, 102, 103, or 104.

211. ENGLISH LITERATURE TO 1600—I (3)

A study of early English literature, with emphasis on the poetry of Chaucer and the major writers of the English Renaissance.

212. ENGLISH LITERATURE 1600-1780—II (3)

A study of the prose and poetry of the seventeenth and eighteenth centuries, with special emphasis on Milton, Dryden, Swift, Pope, and Johnson.

## 213. ENGLISH LITERATURE 1780-1830—I (3)

A study of the social and literary tendencies of the major English writers of the Romantic period.

## 214. ENGLISH LITERATURE 1830-1900—II (3)

A study of the major English writers of the Victorian period.

## 215. ENGLISH LITERATURE SINCE 1900—I (3)

A study of the major English writers of the twentieth century.

## 216. MILTON—II (2)

A course designed to cover the most significant work of Milton. (Offered 1942-43.)

## 219. SHAKESPEARE—I (3) OR II (3)

A study of representative comedies, history plays, and tragedies, in chronological order.

## 233. CREATIVE WRITING—II (2)

Aims, first, to acquaint the student with a large number of writers of the short story and familiar essay, with special emphasis on contemporary writers; and second, to give him the opportunity to do creative work in these two types of writing.

## 241. THE ESSAY—I (2)

A study of the most representative essayists, with special emphasis on the social, economic, political, philosophical, and religious problems confronting them and their attempts at a solution of those problems.

## 242. ENGLISH DRAMA TO 1700—I (2)

A study of mystery and morality plays, dramas by the major contemporaries of Shakespeare, and Restoration drama.

## 243. ENGLISH DRAMA SINCE 1700—II (2)

Drama of the eighteenth and nineteenth centuries, with special emphasis on Browning.

## 244. THE NOVEL—I (2)

An historical approach to the English novel, with emphasis upon the nineteenth and twentieth centuries.

## 250. WORLD LITERATURE OF ANCIENT TIMES—I (3)

An introduction to ancient Greek, Roman, and Hebrew literature in translation. Selected masterpieces are read for an appreciation of the contribution of classical and Hebrew thought to modern culture.

## 251. WORLD LITERATURE OF MEDIEVAL AND MODERN TIMES—II (3)

An introduction to European literature since the middle ages. The medieval and renaissance ideals of life are contrasted, and consideration is then given to the movements of neo-classicism and romanticism.

## 252. CONTINENTAL EUROPEAN LITERATURE SINCE 1860—II (3)

An introduction to the more important writers and literary movements in Europe since the rise of realism.



## 253. LITERATURE OF THE BIBLE—II (3)

A non-doctrinal study of the chief narrative, dramatic, and poetic literature of the Bible.

## 268. METHODS AND MATERIALS IN JOURNALISM—I (2)

A course to prepare students to teach journalism in grade and high school, and to sponsor student publications. It deals with such problems as organization, equipment, materials, and costs.

## 269. JOURNALISM—THE CONTEMPORARY MAGAZINE—II (2)

Extensive readings from varied periodical literature. Specialized readings in the fields of the student's major interests. Oral and written reviews and criticisms.

## 275. ENGLISH GRAMMAR—I (2) OR II (2)

A descriptive and historical study of the language. (Not to be taken by students who have had 105.)

## 276. HIGH SCHOOL LITERATURE—I (2) OR II (2)

A study of the literature suitable for high school. Discussions relative to methods of presentation and to criteria for the selection of materials for the English course of study. Reports from the national survey of high school English. Recommended for all who lack experience in teaching.

## 277. METHODS AND MATERIALS IN COMPOSITION—I (2) OR II (2)

Methods and materials of composition in junior and senior high schools.

## FRENCH

Students who have had one year of high school French begin with French 112; those with two years begin with French 115; three years, French 116; and four years, French 211.

Credit is not given for French 111 unless French 112 is completed.

Students electing French as a first teaching field take as a minimum the following courses: French 111, 112, 115, 116, and additional courses chosen from the remaining electives to make a total of 32 semester hours.

Students electing French as a second or as a third teaching field take as a minimum the following courses: French 111, 112, 115, 116, and additional courses chosen from the remaining electives in French to make a total of 24 semester hours.

## 111 AND 112. FIRST-YEAR FRENCH—I (4) AND II (4)

Pronunciation taught by the phonetic method; essentials of grammar; exercises in hearing, speaking, and writing simple French; reading of material of graded difficulty.

## 115 AND 116. SECOND-YEAR FRENCH—I (4) AND II (4)

Class reading of 800 to 1000 pages of short stories, plays, novels, and essays. Grammar review, oral and written composition. Extensive reading of 500 pages each semester.

Prerequisite: French 112 or two years of high-school French.

## 211 AND 212. MODERN FRENCH NOVEL—I (2) AND II (2)

Class and collateral reading of the novel of the nineteenth and twentieth centuries. (Offered 1943-44.)

Prerequisite: French 116 or four years of high-school French.

## 215 AND 216. MODERN FRENCH DRAMA—I (2) AND II (2)

Class and collateral reading of the drama of the nineteenth and twentieth centuries. (Offered 1943-44.)

Prerequisite: French 116.

## 221. SURVEY OF FRENCH LITERATURE—I (3)

A survey of French literature from the earliest times through the seventeenth century. Class reading of seventeenth century masterpieces. (Offered 1942-43.)

Prerequisite: French 116.

## 222. SURVEY OF FRENCH LITERATURE—II (3)

A survey of French literature of the eighteenth, nineteenth, and twentieth centuries. Class reading nineteenth century poetry. (Offered 1942-43.)

Prerequisite: French 116.

## 225 AND 226. MATERIALS FOR HIGH SCHOOL FRENCH—I (1) AND II (1)

An examination of texts and illustrative material suitable for use in high school classes. (Offered 1942-43.)

Prerequisite: French 116.

## GEOGRAPHY AND GEOLOGY

Students electing Geography and Geology as a first teaching field take as a minimum the following courses: Geography and Geology 111, 112, 113, 114, 115, 116, 223, one of 217, 218, or 220, and additional courses chosen from the remaining electives in Geography and Geology to make a total of 32 semester hours.

\*Students electing Geography and Geology as a second teaching field take as a minimum the following courses: Geography and Geology 111, 113, 114, one of 217, 218, or 220, and additional courses chosen from the remaining electives in Geography and Geology to make a total of 22 semester hours.

\*Students electing Geography and Geology as a third teaching field take as a minimum the following courses: Geography and Geology 113, 114, or 217, and additional courses chosen from the remaining electives in Geography and Geology to make a total of 16 semester hours.

## 104. THE GEOGRAPHY OF STRATEGIC MATERIALS—II (3)

A study of the leading materials now regarded as strategic in peace or war. A consideration of important uses of these materials, chief regions of production, proportion of domestic needs furnished by the United States, and difficulties of

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\* Students majoring in Mathematics or in Biological or Physical Science and taking Geography and Geology for a second or third teaching field are required to elect courses 112, 115, and 116. Students majoring in Social Science and taking Geography and Geology for a second or third field are required to elect two courses from 213, 216, and 219.



securing additional supplies. The significance of these materials as a cause of wars and the problem of their allocation and availability to all nations as a contribution to a permanent peace. This course is intended to make the classroom teacher conversant with the problems growing out of control of these strategic materials.

105. MAP READING AND INTERPRETATION—I (2) OR II (2)

This course is planned to aid both the student in the elementary and the secondary curricula to read and interpret correctly the common classroom maps and the United States topographic maps. Emphasis is placed upon the value of classroom maps as an aid to good teaching and upon the importance of topographic maps for war and civilian defense purposes. Brief consideration is given to the understanding of the essentials of airplane maps and blueprints.

109. NATURAL SCIENCE SURVEY—I (4) OR II (4)

A science survey course for freshmen given jointly by the Departments of Biological Science, Geography and Geology, and Physical Science. An appreciation of the values of the Biological, Earth, and Physical Sciences upon the development of civilization and upon everyday living.

110. NATURAL SCIENCE SURVEY—II (4)

A continuation of Course 109.

(Students who have had Earth Science 110 or Human Geography 101 may not take Natural Science Survey 109 or 110 for credit.)

111. PHYSICAL GEOLOGY—I (3)

A consideration of the processes that have brought about the present physical condition of the earth's surface, erosion, weathering, and deposition. The significance of surface conditions in man's use of the earth for cultivation, construction works, drainage, location, etc. A study of oceanic and atmospheric phenomena. Special attention to the study of rocks and minerals and soil formation. One half-day field trip required.

112. HISTORICAL GEOLOGY—II (3)

A consideration of the origin and structure of the earth. History of the earth as revealed by the rocks. The evolution of plant and animal life as shown by fossils. The study and use of topographic maps and geologic folios. One day field trip required.

Prerequisite: Geography and Geology 111.

113. ECONOMIC GEOGRAPHY—I (3)

A study of the productive occupations of man as an outgrowth of his earth environment. The production and distribution of the leading commodities of the world. Leading commercial routes as related to geographic conditions. The struggle for resources and economic products as a cause of the present war.

Prerequisite: Geography and Geology 101 or 110.

114. GEOGRAPHY OF NORTH AMERICA—II (3)

A consideration of the continent of North America by geographic regions. An intensive study demanding considerable library and map study. Designed

to give familiarity with methods of securing geographical data and with organizing and presenting the same.

Prerequisite: Geography and Geology 101 or 110.

115. METEOROLOGY AND CLIMATE—I (2)

A consideration of the atmosphere as part of man's physical environment. Temperature, moisture, wind, cloud, and sunshine as natural factors influencing man. The construction of the daily weather map and its use as an instrument in weather forecasting. The climatic regions of the earth and their significance to man.

Prerequisite: Geography and Geology 101 or 110.

116. CLIMATOLOGY—II (2)

A study of the chief climatic regions of the world. Emphasis upon climate as a factor in influencing man and his adjustment to his natural environment. Attention given to climate as one of the bases of production and interchange of commodities.

Prerequisite: Geography and Geology 115.

209. GEOGRAPHY OF THE PACIFIC ISLANDS—II (2)

The geography of the Pacific Islands in terms of their physical patterns and in light of their natural resources and current problems. An interpretation of economic activities in relation to the natural environment of the islands and the cultural background of the people. The strategic importance of these islands in the present war.

Prerequisite: Geography and Geology 101 or 110.

211. GEOGRAPHY OF MIDDLE AMERICA—I (2)

A regional study of Mexico, Central America, and the West Indies. Emphasis upon those portions most closely associated with the United States. A geographic interpretation of the cultural, commercial, and industrial problems of the area.

Prerequisite: Geography and Geology 101 or 110.

212. GEOGRAPHY OF ILLINOIS—II (2)

An intensive regional study of the State of Illinois. Agricultural and industrial regions form the basis for the treatment. Considerable attention to urban geography. Contiguous areas outside the state that are intimately connected with the geography of Illinois are included in the study.

Prerequisite: Geography and Geology 101 or 110.

213. HISTORICAL GEOGRAPHY OF THE UNITED STATES—II (2)

A consideration of the influence of geographic factors on the discovery of North America, the settlement of the continent, and the development of the United States as a nation.

215. GEOGRAPHY OF SOUTH AMERICA—II (3)

Emphasis upon the present importance of South America in events of the day. A study of the various countries and their significance in the modern world.



The economic and commercial importance of each country is stressed. The war as it affects South America and may be affected by it.

Prerequisite: Geography and Geology 101 or 110.

216. THE GEOGRAPHY OF WORLD PROBLEMS—II (3)

Present day world problems as affected by their geographic setting. The natural environment as a factor influencing international relations. Particular emphasis upon the politico-geographical problems of Europe and the possessions of European nations in other parts of the world. Problems of the Far East and of Latin America. Geographic basis of the World War I and current problems resulting therefrom.

217. GEOGRAPHY OF EUROPE—I (3)

An intensive study of Europe based upon regions and countries. Present importance and possible future of each in the light of geographic conditions. Emphasis upon regional geography.

Prerequisite: Geography and Geology 101 or 110.

218. GEOGRAPHY OF AFRICA AND AUSTRALIA—II (3)

A regional study of these two continents. Chief emphasis is given to those portions which are most densely populated and where civilization is most highly developed. The significance of these continents in a world war. Approximately two-thirds of the time is devoted to Africa and one-third to Australia.

Prerequisite: Geography and Geology 101 or 110.

219. CONSERVATION OF NATURAL RESOURCES—I (3)

Soils, minerals, forests, and water as basic factors in the development of modern civilization. A consideration of the original resources, methods of use, and rate of exhaustion. The most profitable use of the remaining resources. The seriousness of the conservation problem in our national life.

220. GEOGRAPHY OF ASIA—II (3)

A regional geography of Asia. Chief emphasis upon China, Japan, and India. Problems of the Far East in the light of geographic conditions. Present and possible future importance of the continent in world affairs. Much attention is given to the geographical bases for the present war in Asia and the Pacific.

Prerequisite: Geography and Geology 101 or 110.

221. FIELD GEOGRAPHY OF EASTERN UNITED STATES AND SOUTHEASTERN CANADA—(Summers 1943 and 1945) (9)

Six weeks of field study by motor bus including southern Appalachians, Atlantic Coast, New York, New England, St. Lawrence, and Great Lakes. This course runs concurrently with the Summer Session and is a component part of it. The first week of Summer School is spent in a study-survey of the area covered by the field work. Six weeks are spent in the field and the eighth week in study upon the campus.

Prerequisite: Three semester hours of Geography and Geology, or teaching experience.

222. FIELD GEOGRAPHY OF WESTERN UNITED STATES AND SOUTHWESTERN CANADA—(Summers 1944 and 1946) (9)

Seven weeks of field study through southwestern United States, the Pacific Coast Region, the Canadian Rockies, the High Plains, and the Great Lakes Region. The course is a regular part of the Summer Session and runs concurrently with it. Part of the first week is spent on the campus making a study-survey of the regions covered in the field work. Seven weeks are spent in the field and the eighth week on the campus completing the study begun in the field. Credit is given in Geography, History, and Biology.

Prerequisite: Three semester hours of Geography and Geology, or teaching experience.

223. METHODS AND MATERIALS IN THE TEACHING OF GEOGRAPHY AND GEOLOGY—II (2)

A study of the aims and values of geography and geology. The functional philosophy of geography and geology in terms of pupil activity and understanding. A consideration and evaluation of the various methods of presentation. Materials and devices for teaching geography and geology. Field work, its purposes and values.

Prerequisite: Five semester hours of Geography and Geology, or teaching experience.

## GERMAN

Students who have had one year of high-school German begin with German 112; those with two years begin with German 115; three years, German 116; and four years, German 211.

Credit is not given for German 111 unless German 112 is completed.

Students electing German as a first teaching field take as a minimum the following courses: German 111, 112, 115, 116, and additional courses chosen from the remaining electives to make a total of 32 semester hours.

Students electing German as a second or as a third teaching field take as a minimum the following courses: German 111, 112, 115, 116, and additional courses chosen from the remaining electives in German to make a total of 24 semester hours.

111 AND 112. FIRST-YEAR GERMAN—I (4) AND II (4)

Pronunciation, essentials of grammar, reading of easy German stories, oral and written exercises based on the material read.

115 AND 116. SECOND-YEAR GERMAN—I (4) AND II (4)

Class reading of modern German prose and poetry, beginning with simpler stories and progressing in the second semester to at least one work each of Lessing, Schiller, and Goethe. Grammar review; oral and written composition. (Not offered 1942-43.)

Prerequisite: German 112 or two years of high-school German.

211 AND 212. MODERN GERMAN NOVEL—I (2) AND II (2)

A rapid-reading course in the novel and *Novelle* of the nineteenth and twentieth centuries from Goethe to Thomas Mann and the contemporary novelists. (Offered 1942-43.)

Prerequisite: German 116.



## 215 AND 216. MODERN GERMAN DRAMA—I (2) AND II (2)

Representative works of the outstanding dramatists of the nineteenth and twentieth centuries from Kleist to Gerhart Hauptmann. (Offered 1942-43.)

Prerequisite: German 116.

## 221 AND 222. SURVEY OF GERMAN LITERATURE—I (3) AND II (3)

Class and collateral reading of representative works of the most important authors from the eighth century to the present time. The reading is so planned that it does not duplicate work done in courses in the novel and the drama. (Not offered 1942-43.)

Prerequisite: German 116.

## 225 AND 226. MATERIALS FOR HIGH SCHOOL GERMAN—I (1) AND II (1)

A survey of grammar and reading texts suitable for use in high school classes, together with information in regard to illustrative material available. (Offered 1942-43.)

Prerequisite: German 116.

## HEALTH AND PHYSICAL EDUCATION (Men and Women)

All students are required to take as a minimum four semesters of recreational activities as outlined in courses numbered 101 through 110. Not more than four such courses may be counted toward graduation. Courses are arranged to acquaint the student with a wide variety of individual, dual, and team activities.

Students electing Health and Physical Education as a first teaching field take as a minimum the following courses:

Men: 111, 112, 117, 118, 119, 120, 211, 212, 223 or 214, 6 hours of (219, 220, 221, 222) and additional courses chosen from the remaining electives in Health and Physical Education to make a total of 34 semester hours.

Women: 111, 112, 114, 117, 118, 119, 120, 121, 122, 217, 218, and additional courses chosen from the remaining electives in Health and Physical Education to make a total of 34 semester hours.

Women students may elect courses emphasizing either the elementary or secondary level of physical education. Those wishing to complete teaching fields in both levels will need to come to at least one summer session in addition to the four years.

Students electing Health and Physical Education as a second teaching field take as a minimum the following courses:

Men: 111, 112, 117, 118, 119, 120, 211 or 243, 210 or 212, and 6 hours of (219, 220, 221, 222). (Two hours of recreational activities may be substituted in place of 119, 120). Total: 23 or 24 semester hours.

Women: 111, 112, 117, 118, 121, 122, 212, 215, 216. Total: 23 semester hours.

Students electing Health and Physical Education as a teaching field need not take Recreational Activities 101, 102, 103, and 104 required of other students.

## COURSES FOR MEN AND WOMEN

## 109. RECREATIONAL DANCING—I (1) OR II (1)

This course includes instruction in recreational mixers, country, square, and social dancing.

## 110. ADVANCED RECREATIONAL DANCING—II (1)

This course is a continuation of Recreational Dancing 109. It stresses particularly the methods in teaching and calling the dances to be taught.

Prerequisite: Health and Physical Education 109.

## 114. PERSONAL AND SOCIAL ADJUSTMENTS—II (2)

This course aims to develop an appreciation for those traits of personality that are most essential in securing the teacher's desirable social adjustment in the community.

## 115. FIRST AID—I (2) OR II (2)

This course covers the standard Red Cross requirements in first aid. Red Cross certificates will be issued to all who satisfactorily complete the work.

## 117. ANATOMY AND PHYSIOLOGY—I (3)

Deals with the gross structure of the human body and its physiology.

## 118. ANATOMY AND PHYSIOLOGY—II (3)

Continuation of 117 stressing body mechanics.

Prerequisite: Health and Physical Education 117.

## 132. SCOUTING—II (3)

This course is approved by the Training Division of the National Boy Scouts of America as a qualified course for the training of Scoutmasters. It is offered for students who wish to combine scouting with their other teaching duties.

## 211. GROWTH AND DEVELOPMENT—I (3)

A study of the growth and development of the child as related to physical education.

Prerequisite: Health and Physical Education 118.

## 223 AND 224. RECREATIONAL ACTIVITIES FOR ELEMENTARY SCHOOLS—I (1) AND II (1)

This course includes materials and methods in games and rhythms suitable for the eight grades of the elementary school. (Students who have had 229 may not take this course for credit.)

## 229. RECREATIONAL ACTIVITIES FOR ELEMENTARY SCHOOLS—(Summer Only) (3)

This course consists of a study of the organization, administration, and content of a program of physical education for the first eight grades of the elementary school. It is supplemented by directed observation of and participation in physical education classes in the elementary school. (Students may not take this course for credit if they have had 223 or 224.)



## 240. PROBLEMS IN PHYSICAL EDUCATION—II (1)

A course dealing with administrative problems and professional preparation of teachers of physical education.

Prerequisite: Health and Physical Education 212.

## 243. KINESIOLOGY—I (2)

The mechanics of muscular movements as applied to physical education activities.

Prerequisite: Health and Physical Education 118.

## 250. RECREATIONAL LEADERSHIP—II (3)

A theoretical and practical course in leadership qualities essential for camp work, club work, and community work and extra-curricular activities.

## COURSES FOR MEN ONLY

## 101. RECREATIONAL ACTIVITIES—I (1 or 2)

## 102. RECREATIONAL ACTIVITIES—II (1 or 2)

## 103. RECREATIONAL ACTIVITIES—I (1 or 2)

## 104. RECREATIONAL ACTIVITIES—II (1 or 2)

## 105. INDIVIDUAL AND DUAL SPORTS—I (1 or 2)

Prerequisite: Minimum achievement in departmental physical efficiency tests.

## 106. TEAM SPORTS—II (1)

Prerequisite: Minimum achievement in departmental physical efficiency tests.

## 108. ADAPTIVE PHYSICAL ACTIVITIES—I (1) OR II (1)

This course is open only to students recommended by the university health service.

## 111 AND 112. PHYSICAL EDUCATION ACTIVITIES—I (2) AND II (2)

This course deals with basic seasonal developmental activities and is a prerequisite for all coaching and physical education courses.

## 119 AND 120. PHYSICAL EDUCATION ACTIVITIES—I (1) AND II (1)

This course is a continuation of Physical Education Activities 112. It deals primarily with methods and materials of teaching games and sports.

## 210. ORGANIZATION AND ADMINISTRATION OF PHYSICAL EDUCATION—II (3)

This course deals with the history and development of the physical education program in American schools. It emphasizes, chiefly, the organization and administration of the program in the small high school.

## 212. PRINCIPLES OF PHYSICAL EDUCATION—II (3)

This course deals with the basic facts underlying physical education; its aims and objectives, and the place of physical education in American life.

Prerequisite: Health and Physical Education 211.

## 213 AND 214. INTRAMURAL MANAGEMENT—I (2) AND II (2)

This course is of a practical nature involving the management of intramural activities. Each student will be required to participate in the administration of the intramural program. (Students who have had 241 may not take this course for credit.)

## 219. FOOTBALL COACHING—I (3)

A course dealing with the professional preparation of football coaches. The course is primarily concerned with the technical aspects of coaching and team management, interpretation of new rules, and team strategy. Students from other departments may be permitted to take the course upon presentation of satisfactory playing experience in high school or as a member of the varsity squad in the University even though they do not have the required prerequisites.

Prerequisite: Health and Physical Education 112.

## 220. BASEBALL COACHING—II (3)

A course dealing with the professional preparation of coaches in baseball.

Prerequisite: Health and Physical Education 112.

## 221. BASKETBALL COACHING—I (3)

This course presents the professional aspects of basketball coaching and covers the same field of preparation for basketball that 219 does for football.

Prerequisite: Health and Physical Education 112.

## 222. TRACK AND FIELD—II (3)

A course dealing with the professional preparation of coaches in track and field.

Prerequisite: Health and Physical Education 112.

## 225. PHYSICAL DIAGNOSIS AND CORRECTIVE PROCEDURES—I (3)

This course deals with the methods employed in determining the physical symptoms resulting from injury, accident, or faulty body mechanics, and the correction of physical defects.

Prerequisite: Health and Physical Education 118.

## 241. INTRAMURAL MANAGEMENT—(Summer Only) (3)

This course deals with the administration of the intramural program of the high school. (Students taking this course may use it in the place of 213 and 214.)

## COURSES FOR WOMEN ONLY

## 101. RECREATIONAL ACTIVITIES—I (1)

## 102. RECREATIONAL ACTIVITIES—II (1)

## 103. RECREATIONAL ACTIVITIES—I (1)

## 104. RECREATIONAL ACTIVITIES—II (1)

## 105. CONTEMPORARY DANCING—I (1)

## 106. ADVANCED CONTEMPORARY DANCING—II (1)



## 108. ADAPTIVE PHYSICAL ACTIVITIES—I (1) OR II (1)

This course is open only to students recommended by the university health service.

## 111 AND 112. PHYSICAL EDUCATION ACTIVITIES—I (2) AND II (2)

Participation in soccer, speedball, hockey, basketball, social dancing, volleyball, recreational games, natural dancing, archery, softball, and tennis.

## 119 AND 120. PHYSICAL EDUCATION ACTIVITIES—I (2) AND II (2)

Participation in advanced tennis, badminton, folk, and recreational dancing, tap dancing, gymnastics, bowling, stunts and tumbling, advanced archery, golf, and camping.

Prerequisite: Health and Physical Education 112.

## 121. METHODS OF TEACHING GAMES, SPORTS, AND RECREATION—I (3)

Theory and technique of teaching team sports. (Students who have had 123 may not take this course for credit.)

Prerequisite: Health and Physical Education 112.

## 122. METHODS OF TEACHING GAMES, SPORTS, AND RECREATION—II (3)

Theory and technique of teaching individual sports.

Prerequisite: Health and Physical Education 112.

## 123. METHODS AND MATERIALS IN COACHING BASKETBALL—(Summer Only) (3)

Theory and practice in techniques of playing, coaching, and officiating; and in conducting clinics. An opportunity will be offered to pass examinations of the Women's National Officials Rating Committee, by whom national certificates are awarded. (Students may not take this course for credit if they have had 121.)

## 212. PRINCIPLES AND HIGH SCHOOL CURRICULUM—I (3)

The relation of physical education to education in general; the guiding principles upon which the program of physical education is based; building of physical education curriculum for secondary schools. (This course may not be taken for credit by students who have had 230.)

Prerequisite: Health and Physical Education 112, 118, 121, 122.

## 214. ELEMENTARY SCHOOL CURRICULUM—II (3)

Theory and practice of teaching games and skills for elementary schools; observation of elementary school physical education classes; building of physical education curriculum for elementary schools.

Prerequisite: Health and Physical Education 118, 120, 121, 122.

## 215 AND 216. SURVEY COURSE IN PHYSICAL EDUCATION METHODS—I (2) AND II (2)

This course is planned for students taking physical education as a second teaching field. It deals with teaching and coaching, of sports and dances applicable to the junior or senior high school level. (Students taking this course may not take 219 or 220 for credit.)

Prerequisite: Health and Physical Education 112, 121, 122.

## 217 AND 218. INTRODUCTION TO STUDENT TEACHING—I (1) AND II (1)

Laboratory practice in teaching physical education activities by assisting in the service classes.

Prerequisite: Health and Physical Education 118, 120, 121, 122.

## 219 AND 220. COACHING AND OFFICIATING—I (2) AND II (2)

Coaching and officiating sports in class and in the intramural program. (Students taking these courses may not take 215 or 216 for credit.)

Prerequisite: Health and Physical Education 118, 120, 121, 122.

## 221. FOLK AND TAP METHODS—I (2)

Deals with methods of teaching folk, tap, and social dancing to different age groups.

Prerequisite: Health and Physical Education 112.

## 222. CONTEMPORARY DANCE METHODS AND FESTIVAL PLANNING—II (2)

Deals with methods of teaching natural rhythms to different age groups; and to the planning, and costuming, for dance festivals.

Prerequisite: Health and Physical Education 112.

## 225. ORTHOPEDICS—I (3)

A study of the physiological implications of muscular movement; a study of physical defects and their examination, correction, and prevention.

Prerequisite: Health and Physical Education 118.

## 226. CLINICAL PHYSIOTHERAPY—II (3)

A study of different types of therapy with laboratory practice on case studies in the local communities.

Prerequisite: Health and Physical Education 225.

## HOME ECONOMICS

Students electing Home Economics as a first teaching field take as a minimum the following courses: Home Economics 110, 111, 113, 122, 123, 124, 132, 211, 212, 231, 232, 233, and 234. Total: 33 hours.

Students who wish to qualify as teachers of vocational home economics (Smith-Hughes) take in addition: Home Economics 235, 236, 244, and Art 111, Biological Science 111, 112, 211, Physical Science 132, 140, 252. Introduction to Art 111 and General Biological Science 111, 112 are substituted for Natural Science Survey 109 and 110 in the core curriculum.

Students electing Home Economics as a second teaching field take as a minimum the following courses: Home Economics 110, 111, 113, 122, 132, 231, 232, 233, and additional courses chosen from the remaining electives in Home Economics to make a total of 22 semester hours.

Students electing Home Economics as a third teaching field take as a minimum the following courses: Home Economics 110, 111, 122, 132, 231, 232, 233, and additional courses chosen from the remaining electives in Home Economics to make a total of 18 semester hours.



In view of the fact that a new five-year plan in the Vocational program of home making is under consideration, no changes are being made in the home economics curriculum at this time. Recent Federal legislation (The George-Deen Act) makes possible additional funds to supplement the original Smith-Hughes allotment. For the Illinois State Normal University to secure this extra reimbursement, some slight adjustment may be necessary in the near future.

110. INTRODUCTION TO HOME ECONOMICS—I (2) OR II (2)

This is a course designed to give the beginning student an overview of the field of Home Economics, to suggest a working philosophy for the prospective teacher, and to enrich the personal and social life of the freshman student.

111. MEAL PLANNING—I (3) OR II (3)

This course consists of three units: food preservation, preparation of foods for breakfast, cost and service of luncheons.

113. MEAL PLANNING—I (3) OR II (3)

A study of the marketing situation is made with emphasis on the responsibility of the homemaker as the consumer. Laboratory work consists of preparation of foods suitable for dinners.

Prerequisite: Home Economics 111.

122. CLOTHING SELECTION AND CONSTRUCTION—I (3) OR II (3)

This course includes a study of the wardrobe and its relations to the needs and means of the wearer.

The fundamentals of pattern line and interpretation are developed through the foundation pattern. Flat pattern designing is given much emphasis. At least two garments are planned and constructed.

Prerequisite: Art 111.

123. COSTUME DESIGN—I (3)

This course is a study of the essentials of design as applied to dress with emphasis on the analysis of the individual, the costume, and the wardrobe. Attention is given to the ability to select, adapt, and appreciate good taste in dress for present use and of all periods and people. Creative work is encouraged.

Prerequisite: Home Economics 122.

124. APPLIED COSTUME DESIGN—II (3)

This course emphasizes the significance of the completed costume. It also offers opportunity for creative work in designing garments and for the development of skill in constructing them. Some tailoring and study of children's clothing may be included.

Each student develops some particular consumer study in the field of textiles and clothing, either individually or in a group.

Prerequisite: Home Economics 123.

132. HOME MANAGEMENT—I (3) OR II (3)

Managerial practices in the home are considered, including an intensive study of the relative values in operating a home for successful family life; requires laboratory experimentation in selected phases of housekeeping.

## 211. NUTRITION AND DIETETICS—I (3)

A study is made of the fundamental principles of nutrition and the dietary needs of individuals in health as modified by age, sex, and occupation. Special dietary problems and methods of diet calculations are studied.

Prerequisite: Home Economics 113, Biological Science 211.

## 212. FAMILY HEALTH—II (2)

A study is made of the application of scientific principles of nutrition to abnormal conditions in which diet therapy is recognized as an important factor in the treatment. Corrective dietaries are planned for specific diseases.

Topics included here are the responsibility of the homemaker in conserving the health of the family, importance of preventive medicine, care of illness in the home, simple nursing procedures, and emergencies and occupational therapy. Interrelation of home and community health.

Prerequisite: Home Economics 211.

## 216. FOOD INVESTIGATIONS—II (3)

This course includes three units: problems in food investigation, demonstrations, including foreign cookery, to give students an appreciation of the influence on the American menu of the foods of various nationalities; advanced meal service for special occasions.

Prerequisite: Home Economics 113.

## 221. ADVANCED CLOTHING AND TEXTILES—I (3)

This course includes draping and modeling garments of original designs, with an emphasis on the sensitivity to the possibilities of different effects and finishing techniques. The individual is the basis for all choices.

Prerequisite: Home Economics 124.

## 231. FAMILY RELATIONSHIPS—I (2)

This course deals with the social significance of the family, its importance in the growth and development of the child, its functions and the various problems which confront it today, the social and economic conditions affecting American family life. A sound philosophy of family life is developed.

## 232. CHILD DEVELOPMENT—II (2)

This course includes a study of the responsibility of parenthood, the physical, mental, emotional, and social development of the young child, habit formation and satisfactory treatment of common behavior problems. Observation and actual experience in dealing with children are provided.

## 233. HOUSING THE FAMILY—I (2)

Survey of the problems and progress of public housing, that is, housing the masses.

Recognition of the issues to be considered in determining housing for the modest American family, such as, room relationship, financing, modern construction, and many other phases. These issues are recognized and developed through the selection of a house for a particular family.



## 234. ART IN THE HOME—II (2)

This course emphasizes the significance of art in the home environment and its part in developing a satisfying home. A study of the exterior and interior of the house is stressed with reference to efficiency, beauty, comfort, and economy. Phases prompted by the needs and interests of the students are encouraged and followed. Field trips, lectures, discussions, problems.

Prerequisite: Home Economics 233.

## 235. ECONOMICS OF THE HOME—I (2)

This course in Home Economics develops consumer judgments and responsibilities in the evaluation of the material environment of the homemaker.

Prerequisite: Home Economics 113, 124.

## 236. HOME ADMINISTRATION—I (3) OR II (3)

This course is planned to afford students an opportunity to make practical application of knowledge acquired in previous courses in home economics. Senior students actually live in a residence for a period of nine weeks and assume all home-making responsibilities, including managerial and social problems involved in group living.

Prerequisite: Home Economics 132, 211, 231.

## 237. CONSUMER PROBLEMS IN MODERN LIVING—(Summer Only) (3)

This course includes better buymanship—food, clothing, drugs, cosmetics, household equipment; technique of buying—reading labels, analysis of values, when and where to buy; use of credit—charge accounts, installment buying, borrowing; budgeting; frauds and their detection; aids to the consumer—Government and private cooperation.

## 238. METHODS AND MATERIALS OF HOME ECONOMICS—II (2)

Topics included in this course are: objectives, principles, and methods involved in teaching the various phases of home economics; evaluation of courses of study; equipment, books, and illustrative material.

Prerequisite: Courses in two or more phases of Home Economics and Education 222.

## 244. VOCATIONAL HOME ECONOMICS—II (2)

This course includes a study of the growth and development of the home economics movement, including vocational education legislation and the administration of vocational home economics in high schools. The development and management of home projects are emphasized. A home project is required the summer preceding this course.

Prerequisite: All Smith-Hughes required courses.

## 245. TRENDS IN VOCATIONAL HOME ECONOMICS—(Summer Only) (3)

A course for senior students expecting to be homemaking teachers in vocational schools. It includes a study of the development of home economics, legislation related to vocational education, the administration of home economics in high schools, and the contributions which this field may make to defense. Attention is given to home visitation and home projects.

250. WOMAN'S CONTRIBUTION TO THE DEFENSE PROGRAM—(Summer Only)  
(3)

This course will make a survey of agencies contributing to defense and of the part which woman may take in the defense program. Emphasis will be placed on activities in the fields of nutrition, health, and relationships, and some opportunity will be given for supervision of these activities. Class investigation will be supplemented by field trips and talks by leaders representing fields making contributions to this problem.

## INDUSTRIAL ARTS

Students electing Industrial Arts as a first teaching field take as a minimum the following courses: Industrial Arts 111, 113 or 114, 121, 131, 141, 151, 261, 262, and additional courses chosen from the remaining electives in Industrial Arts to make a total of 33 semester hours.

Students electing Industrial Arts as a second teaching field take as a minimum the following courses: Industrial Arts 111, 113 or 114, 121, 131, 261, 262, and additional courses chosen from the remaining electives in Industrial Arts to make a total of 23 semester hours.

Students electing Industrial Arts as a third teaching field take as a minimum the following courses: Industrial Arts 111, 113 or 114, 121, 261, and additional courses chosen from the remaining electives in Industrial Arts to make a total of 18 semester hours.

111. GENERAL MECHANICAL DRAWING—I (3)

A study of the importance of drafting in the industrial process, together with the study and practice of the fundamental techniques of different types of projection and projection instruments. The laboratory time is used in developing these techniques from a functional standpoint.

112. GENERAL SHOP—I (3) OR II (3)

General shop is designed to meet two specific needs: (1) the orientation of industrial arts majors in the various activities included in the shop, and (2) the demonstration of the general shop type of organization. Elementary work will be done in the following areas: woodwork, printing, electricity, sheet metal, ornamental iron work, foundry, and forge. All areas operate simultaneously. The major emphasis is on sheet metal work and ornamental iron work. (Not offered 1942-1943.)

113. MECHANICAL DRAWING—I (2)

A drafting course treating the fundamentals of descriptive geometry and the specialized drafting methods used in sheet metal layout.

Prerequisite: Industrial Arts 111.

114. ELEMENTARY MACHINE DRAWING—II (2)

A course in machine drafting involving the use of hand books, tabular and formular information in the development of detail and assembly drawings.

Prerequisite: Industrial Arts 111.



## 115. BLUE PRINT READING—(Summer Only) (3)

A non-technical course especially planned to meet the needs of teachers who have occasion to work with floor plans, equipment drawings, and installation layouts. Consideration will also be given to the organization and teaching of blue print courses on the junior high school level. The major emphasis will be upon interpreting and understanding the graphic language as it is used in industry and the building trades.

## 121. GENERAL WOODWORK—II (3)

A beginning course in woodwork in which materials, tools, tool processes, fastenings, and constructions are studied. Application is made of these studies in the construction of practical projects in the laboratory work.

## 122. FURNITURE UPHOLSTERING—(Summer Only) (3)

A course dealing with the fundamental principles and problems of upholstering furniture. These principles are put into practice in the shop laboratory while constructing projects of upholstered furniture.

## 127. CRAFT ACTIVITIES FOR ELEMENTARY TEACHERS—I (2) OR II (2)

This course offers opportunity for elementary teachers and others to obtain experience in the use of hand-craft tools, materials, and operations. Emphasis is placed on student interest projects and their relation to classroom procedures. Students construct interesting projects in line with their curricular requirements.

## 131. GENERAL METALWORK—II (3)

A course designed to give basic skills and technical information in the areas of bench metal work, sheet metal work, machine shop practice, and forging.

## 141. ELEMENTARY APPLIED ELECTRICITY—I (3)

This course offers work in elementary electricity for unit classes in junior and senior high schools and for exploratory courses in general shop. A study of electrical theory is followed by laboratory practice. Approximately two-thirds of the time is spent in the study of electric circuits and project construction and one-third is devoted to the study of radio theory and radio construction. Attention is given to the economic importance of electricity in the home, in industry and in the medical profession.

## 151. ELEMENTARY GRAPHIC ARTS—I (3)

A general survey of the graphic arts industries designed to serve four types of students: industrial arts majors, teachers of industrial arts who wish to broaden their teaching to include graphic arts, art students and teachers who wish to gain knowledge and skill in certain graphic arts processes, and teachers of journalism and advisers of school publications who wish to improve their mechanical knowledge of publication. This is more than a course in printing; all phases of graphic arts are dealt with. Relief printing, planography, and intaglio will be treated on the laboratory basis. Related topics include: history of printing, bookbinding, photoengraving, paper classification and use, layout and design.

## 152. GRAPHIC ARTS—II (3)

This course is a continuation of Elementary Graphic Arts 151 and is designed to meet the needs of two groups: (1) those who wish to prepare to teach graphic arts either as a unit shop course, or as a part of a general shop course; and (2) students who wish to qualify for certification in journalism. Advanced problems in composition and make-up, printing presses and composing machines, advertising layouts and composition, formats of publications, and printing costs are studied. Laboratory work includes make-up and printing of a high school newspaper and year book.

Prerequisite: Industrial Arts 151.

## 211. ARCHITECTURAL DRAWING—I (3)

A study of the problematic situations of building, with special emphasis on home planning, construction, and maintenance. The laboratory time is spent in discussion and technological solution of problems.

Prerequisite: Industrial Arts 111.

## 212. MACHINE DRAWING AND DESIGN—I (3)

Machine design follows machine drawing in close sequence. General mechanism, motion types, cams, gears, and power transmission are studied. Small machines are designed in order to make practical applications of previous theoretical principles studied.

Prerequisite: Industrial Arts 114.

## 216. PROJECT ANALYSIS AND DESIGN—I (2)

A study of the problems involved in selecting and designing industrial arts projects suitable for various age and grade level groups. Attention will be given to project analysis and fundamental principles of design. The several materials of the industrial arts will be considered. Projects incorporating these materials will be planned, drawn, and blue-printed to be interchanged with class members.

## 221. FARM CARPENTRY AND BUILDING CONSTRUCTION—II (2)

Construction of small buildings and the problems of general farm woodworking form the basis for this course. Small articles needed in the home and farm, the study of the tables found on the steel square, rafter cutting and roofs for small buildings are some of the projects considered.

## 223. WOODWORKING—I (3)

A course in advanced woodworking in which the problems of case goods construction are studied. A short unit of upholstery is a part of this course. In the laboratory, the woodworking machines are used in the construction of projects involving the problems studied.

Prerequisite: Industrial Arts 121.

## 224. WOOD AND METAL FINISHING—I (2)

A study of the finishes ordinarily used in industrial arts, together with practical laboratory exercises in applying finishing materials.



## 226. ADVANCED CABINET AND FURNITURE CONSTRUCTION—II (3)

A study of production methods and machine efficiency in the set-up and manufacture of multiple parts. Class projects are designed and constructed on the basis of the factory method.

Prerequisite: Industrial Arts 223.

## 231. MACHINE SHOP PRACTICE—I (3)

This course is a continuation of General Metalwork 131. Advanced problems in bench metal work, sheet metal work, and machine shop practice are studied and developed in the laboratory.

Prerequisite: Industrial Arts 131.

233. METHODS AND MATERIALS IN TRAFFIC SAFETY AND AUTOMOBILE DRIVING  
—(Summer Only) (3)

This course is designed to meet the need for safety instruction in the schools of Illinois. A survey of the available instructional materials will be made, and courses of study suitable for high schools will be planned. Special attention will be given to effective methods of presentation now used in the schools offering such courses. Recommendations for the introduction of safety programs by the Division of Highways of the State Department of Public Works and Buildings will be followed.

## 241. APPLIED ELECTRICITY—II (3)

This course is designed to follow course 141 and deals with electrical theory, with emphasis upon the production, transmission, and use of electrical power. Shop and laboratory work are divided as follows: (1) repair and maintenance of household appliances, (2) transformer building and testing, (3) motor winding and repair, (4) radio, and (5) modern lighting practices and requirements. The student is expected to make a rather intensive study of any two of the above units.

Prerequisite: Industrial Arts 141.

## 251. ADVANCED PRINTING—I (2) OR II (2)

This is an advanced course in imposition, cylinder presswork, stock cutting and handling, and bindery work. Admission by consent of the instructor. Hours for conference to be assigned.

Prerequisite: Practical experience in printing.

## 252. ADVANCED PRINTING—I (2) OR II (2)

Linotype composition and maintenance. Arrangements similar to those for Printing 251.

Prerequisite: Practical experience in linotype operation.

## 253. ADVANCED PRINTING—I (2) OR II (2)

Print shop management, including cost estimating, ordering supplies, keeping records of work, and shop organization. Arrangements similar to those for Printing 251.

Prerequisite: Practical experience in printing.

## 261. METHODS AND MATERIALS OF TEACHING INDUSTRIAL ARTS—II (2)

A study of teaching materials and technique characteristic of industrial arts subjects. Emphasis is placed upon such topics as objectives, subject matter, instructional devices, textbooks and other printed materials, courses of study, shop organization, and evaluation of teaching. (Students who have had 266 may not take this course for credit.)

Prerequisite: Twelve semester hours of Industrial Arts.

## 262. PROBLEMS IN INDUSTRIAL ARTS EDUCATION—I (2)

A study of the problems that confront the teacher of industrial arts in the organization and management of his shop. Consideration will be given to a study of types of shops, shop planning, purchasing equipment and supplies, maintenance of tools and equipment, class organization and management, shop record systems, shop safety and accident prevention. (Students who have had 266 may not take this course for credit.)

Prerequisite: Twelve semester hours of Industrial Arts.

## 264. PREPARATION OF INSTRUCTIONAL MATERIALS—I (2)

Three types of instructional materials, such as formal class lessons, individual instruction sheets, and helps for the problem-solving method of teaching, will be prepared by students taking this course. Tests and printed matter helpful in instruction will be studied.

Prerequisite: Industrial Arts 261.

266. THE INDUSTRIAL ARTS LABORATORY AND ITS PROBLEMS—(Summer Only)  
(3)

A course dealing with the history, function, subject content, methods, organization, operating problems, and equipment of the multiple activity shop. The course is designed to meet the demand for information about this modern industrial arts movement. (Students who have had 261 or 262 cannot take this course for credit.)

Prerequisite: 12 semester hours of Industrial Arts.

## LATIN

Students who have had less than two years of high-school Latin take the required courses in the University High School; those with two years begin with Latin 111; three years, Latin 112; and four years, Latin 113.

Students electing Latin as a first teaching field take as a minimum the following courses: Latin 111, 112, 113, 114, and additional courses chosen from the remaining electives in Latin to make a total of 32 semester hours.

Students electing Latin as a second teaching field take as a minimum the following courses: Latin 111, 112, 113, 114, and additional courses chosen from the remaining electives in Latin to make a total of 24 semester hours.

Students electing Latin as a third teaching field take as a minimum the following courses: Latin 111, 112, 113, 114. Total: 16 hours.

## 111. CICERO—I (4)

Translations of four or five orations selected from the Catilinarians, the *Pro Imperio Pompei*, and the *Pro Archia*, with due attention to the political and



historical background of each. Review of Latin inflections and syntax; some drill in writing simple Latin.

Prerequisite: Two years of high-school Latin.

112. VERGIL—II (4)

A semester course in the reading of the *Aeneid*, Books I-VI. Study of the purpose, sources, merits, and fame of the *Aeneid*, and its references to other classic epics. Study of poetical syntax, figures of speech, prosody, and mythology in the *Aeneid*.

Prerequisite: Latin 111 or three years of high-school Latin.

113. LATIN PROSE COMPOSITION—I (4)

A thorough and systematic review of Latin inflections and syntax. Written and oral exercises in the use of Latin constructions. Some practice in writing connected discourse based on Latin authors.

Prerequisite: Latin 112 or four years of high-school Latin.

114. LIVY—II (4)

Selections from books I, XXI, XXII of Livy's *History of Rome*. Study of some of the most important phases of the history of the Roman people. Livy as a historian and writer.

Prerequisite: Latin 113.

132. SELECTIONS FROM CAESAR'S GALLIC AND CIVIL WARS—(Summer Only) (3)

A translation of selections of historical importance from Caesar. Emphasis on problems connected with the reading and translation of Latin; and a thorough review of Latin forms and syntax.

Prerequisite: Latin 114 or one year of college Latin.

211. CICERO'S ESSAYS—II (4)

Reading of Cicero's *De Senectute* and *De Amicitia*. An appreciation of these essays as literary masterpieces, both in language and in thought. Discussion of the treatment of the same themes by other writers, ancient and modern. Syntax and figures peculiar to Cicero.

Prerequisite: Latin 114.

212. PLAUTUS AND TERENCE—I (4)

Intensive reading of at least three plays of Plautus and Terence and a recognition of the importance of these plays as examples of Roman dramatic art. Peculiarities of meter, style, and syntax are discussed. Special readings are assigned on the history of the theater, the development of the Roman drama, and the influence of Plautus and Terence on later drama.

Prerequisite: Latin 114.

215. HORACE, ODES AND EPODES—I (2)

Translation and the metrical reading of Latin poetry. Life in the Augustan age and Horace's philosophy of life. (Offered 1943-44.)

Prerequisite: Latin 114.

## 216. HORACE, SATIRES AND EPISTLES—II (2)

A continuation of course 215. (Offered 1943-44.)

Prerequisite: Latin 215.

## 217. SENECA'S TRAGEDIES—I (2)

The *Troades* and the *Medea* will be read and attention called to the influence of Seneca on later writers. (Offered 1943-44.)

Prerequisite: Latin 114.

## 218. TACITUS—II (2)

*Agricola* and *Germania*. An introduction to the prose of the Silver period. (Offered 1943-44.)

Prerequisite: Latin 114.

## 219. CURRENT TRENDS IN THE TEACHING OF LATIN—(Summer Only) (3)

An analysis and evaluation of the objectives, content, and methods in the teaching of Latin, and a study of textbooks and other teaching materials of Latin.

Prerequisite: One year of college Latin beyond Vergil.

## 221. PLINY'S EPISTLES—I (2)

Prose of the Silver period. (Offered 1942-43.)

Prerequisite: Latin 114.

## 222. MARTIAL'S EPIGRAMS—II (2)

The reading of Latin poetry and a study of social life under the emperors. (Offered 1942-43.)

Prerequisite: Latin 114.

## 225. LATIN-ENGLISH ETYMOLOGY—I (2)

A lecture course showing the relation of the various Indo-European languages to each other, the place of Latin and English among these languages, and the history of the Latin elements in English. Some treatment of the subject of semantics, especially as it applies to Latin words in English. Should be taken by all who make Latin a first or second teaching field. (Offered 1942-43.)

Prerequisite: Eight hours of college Latin.

## 226. ROMAN PRIVATE LIFE—II (2)

A lecture course designed to furnish background for the Latin teacher. An introduction to Roman topography is included. This course should be taken by all who make Latin a first or second teaching field. (Offered 1942-43.)

Prerequisite: Eight hours of college Latin; History students, senior college standing.

## 231. OVID, METAMORPHOSES—(Summer Only) (3)

A teacher's training course in the translation, scansion, and reading of Latin Poetry.

Prerequisite: Five years of Latin or Latin 114.



## LIBRARY

### 212. THE LIBRARY AS AN INFORMATION CENTER—II (3)

Familiarity with reference tools and with books for the high school, also techniques for training pupils to use books.

Prerequisite: English 101, 102, 103, or 104, or Education 220.

### 214. ADOLESCENT LITERATURE—II (3)

Reading Guidance. The integrated use of reading materials both recreational and informational, as used in the school curriculum.

### 262. LIBRARY SERVICE IN THE SMALL SCHOOL—I (3)

Stress on the place of the library in the small school, planning and equipping of the small school library, use, methods of care of school library materials.

Prerequisite: English 101, 102, 103, or 104, or Education 220.

These courses may be used as general electives or electives in education.

## MATHEMATICS

Students electing Mathematics as a first teaching field take as a minimum the following courses: Mathematics 111, 112, 115, 116, 211, 212, 215, 220, 221, 222, 231, 232. Total: 32 hours.

Students electing Mathematics as a second teaching field take as a minimum the following courses: Mathematics 111, 112, 115, 116, 211, 215, 222, 231. Total: 22 hours.

Students electing Mathematics as a third teaching field take as a minimum the following courses: Mathematics 111, 112, 115, 116, 221, 222. Total: 18 hours.

### 101. ARITHMETIC IN MODERN LIFE—I (3) OR II (3)

This course is designed to introduce the student to the quantitative aspects of life. Half of the course is devoted to those phases growing more specifically out of counting and number, and the other half of the course growing out of measuring. The first leads into percentage and the social usages of arithmetic. The second leads into intuitive geometry, construction, graphs, areas, volumes, and indirect measurement. The course aims to develop appreciations, understandings, and ability in the solution of problems.

### 105. ADVANCED ALGEBRA—I (2)

This course is for students who have had only one year of algebra in high school. Students interested in the science and industrial arts fields of the National Defense Program will find this course necessary.

### 106. SOLID GEOMETRY—I (2)

This course is for students who have had only one year of geometry in high school, and wish to continue the study of mathematics.

### 111. ALGEBRA-TRIGONOMETRY—I (3) OR II (3)

This course includes a rapid review of the quadratic equation, arithmetical and geometrical progressions, and the binomial theorem. Synthetic division, the

factor-remainder theorem, and an introduction to determinants are considered. The following topics of plan trigonometry are studied: the trigonometric functions and their relations, solving the right triangle and the general triangle, trigonometric equations, logarithms and their uses. Students who expect to take an examination for entrance into the navy or any phase of aviation will find this course very helpful.

Prerequisite: Three semesters of high school algebra or Mathematics 105; one year of plane geometry.

#### 112. ANALYTICAL GEOMETRY—I (3) OR II (3)

This course is a study of the point, line, triangle, and the circle, an introduction to the properties of the parabola, ellipse, and hyperbola, polar coordinates, and the general equation of the second degree.

Prerequisite: Mathematics 111.

#### 115. CALCULUS—I (3)

This course deals with the elements of the differential calculus and some of its applications. Graphs of functions, theory of limits, maximum and minimum values of functions, and applications selected from many fields of study are considered.

Prerequisite: Mathematics 112.

#### 116. CALCULUS—II (3)

This course deals with the introduction to the integral calculus and its applications, indefinite and definite integrals, area under a curve, lengths of curves, surfaces of revolution, and solids of revolution.

Prerequisite: Mathematics 115.

#### 201. FOUNDATIONS IN ARITHMETIC—I (3) OR II (3)

This is a professionalized course for the teacher of arithmetic in the elementary school. It provides a background for the meaningful teaching of: (1) the beginning of number concepts and counting, and; (2) the fundamental processes and their applications in problem solving.

Prerequisite: Arithmetic 101.

#### 202. SELECTED TOPICS IN ARITHMETIC—I (2) OR II (2)

In this course, several of the topics in Arithmetic 101 and Arithmetic 201 are considered from a broader point of view. This is a professionalized course dealing principally with the more difficult topics considered in the seventh and eighth grades.

Prerequisite: Arithmetic 201.

#### 211. COLLEGE GEOMETRY—I (2)

This course includes a study of the concepts and theorems and constructions with the modern geometry of the circle and the triangle, the quadrilateral and the quadrangle, and other related topics. Emphasis is placed on proving original exercises, construction work, generalizations, and the connections of the subject with the subject matter of high school geometry.

Prerequisite: Mathematics 116.



## 212. COLLEGE GEOMETRY—II (2)

This course is a continuation of Mathematics 211, with an introduction to the theory of descriptive geometry and projective geometry. Emphasis is placed on the analytical proofs of the many theorems considered. Many drawing plates are required in order that the student understand the theory involved.

Prerequisite: Mathematics 211.

## 215. HIGHER ALGEBRA—I (2)

This course deals with the following topics: theory of equations, determinants, a study of choice and chance, solution of cubic and biquadratic equations, Sylvester's method of elimination, and an introduction to symmetric functions.

Prerequisite: Mathematics 112.

## 220. HISTORY OF MATHEMATICS—II (2)

This course includes: (1) a chronological survey of the growth of mathematics dealing with the persons who have made outstanding contributions to elementary mathematics and the environment from which they came, and; (2) a detailed study of the development of the special subjects of mathematics through the first steps of the calculus, with a brief survey of the mathematics since the invention of the calculus. Throughout the course, attention is paid to the relation of the historical aspects of mathematics to the teaching of high school mathematics.

Prerequisite: Mathematics 116.

## 221. JUNIOR HIGH SCHOOL MATHEMATICS—I (3)

This course treats of: (1) the principles underlying the selection of materials for a junior high school course; (2) a study of the subject matter of intuitive geometry, mensuration, and percentage with attention to methods of presentation; (3) a study of the algebra and trigonometry content with a discussion of problems of teaching, and; (4) general consideration of texts, tests, classroom equipment, library lists. Throughout the course, attention is paid to cultivating an appreciation of the contribution of mathematics to the progress of civilization.

Prerequisite: Mathematics 116.

## 222. SENIOR HIGH SCHOOL MATHEMATICS—II (3)

This course treats of the objectives to be realized in the teaching of geometry and advanced algebra in the senior high school, with a study of materials and methods. It includes a critical study of the topics necessary for a teacher's background: in geometry, postulational thinking, definitions and their uses, the meaning of a proof, indirect proof, duality, continuity, symmetry, and the proving of original exercises; in algebra, the growth of the number system, the solution of equations, graphing, the function idea, and verbal problems.

Prerequisite: Mathematics 116.

## 231. CALCULUS—I (3)

This course includes a study of the following topics: partial differentiation, introduction to the geometry of space, envelopes, evolutes, maximum and mini-

mum of functions of two variables, multiple integration, centroids, and work and pressure integrals.

Prerequisite: Mathematics 116 and 215.

### 232. PROBLEMS IN APPLIED MATHEMATICS—II (3)

This course includes the solutions of problems selected from many fields of study. The following topics are considered: the fundamental theorem of the integral calculus, theory of continuity, Rolle's theorem, mean value theorem, indeterminate forms, curvature, infinite series, expansion of functions, and an introduction of elliptic integrals. The main purpose of this course is to give the student a broad understanding of the power of mathematics in order that his teaching can be more effective with high school pupils.

Prerequisite: Mathematics 231.

### 240. DIFFERENTIAL EQUATIONS—I (2) OR II (2)

This course deals with an introduction to the theory and solution of linear differential equations. This course is planned for students who expect to study topics in advanced physics, or for students who expect to continue graduate work in mathematics.

Prerequisite: Mathematics 231.

### 251. A LABORATORY PLAN IN ELEMENTARY MATHEMATICS—(Summer Only) (3)

In this course the home and community uses of the elementary mathematics will be considered in discussion groups. The materials gathered and the techniques used are to be evaluated in terms of the objectives outlined in the New Curriculum Guide in Elementary Mathematics for Illinois. Three days will be devoted to class discussion and two days will be devoted to exhibit and laboratory problems.

This course is designed for experienced teachers who are likely to have some part in curriculum reorganization.

## MUSIC

Students electing Music as a first teaching field take as a minimum the following courses: Music 107, 111 or 112, 113, 114, 115, 122, 124, 131, 209, 211, 215, 236, 244, and additional courses chosen from the remaining electives in Music to make a total of 50 semester hours.

The program for students taking music as a first teaching field requires four and one-half years or four years and two summer sessions.

Students electing Music as a second teaching field should secure the recommendation of the director of the division of music education. Total: 24 semester hours.

Students electing Music as a third teaching field should secure the recommendation of the Director of the Division of Music Education. Total: 20 semester hours.

## PARTICIPATION REQUIREMENTS

Students who choose music as a first teaching field are required to participate for three years in one vocal organization, in band (other than Marching Band), and in orchestra. Beginning with the second year, one-half semester hour credit will be given for each semester of such participation in each organization. (Students who, upon entering the university, cannot qualify for participation in a concert organization, may substitute participation in the laboratory groups until qualified for the major organizations.)

Those who choose music as a second field must participate in one vocal and one instrumental group as soon as they qualify and for the remainder of the course.

Those who choose music as a third field must participate in at least one organization.

### 106. TEACHING MUSIC IN THE ONE AND TWO ROOM SCHOOL—(Summer Only) (3)

This course is designed to meet the needs of the teachers in the one and two room schools who teach their own music without the help of special music teachers or supervisors. It is a methods course with particular stress on materials, the development of basic principles and the current practices in teaching which are peculiar to the needs of the small school.

Prerequisite: Ability to sing simple melodies and a knowledge of the rudiments of music.

### 107. MUSIC APPRECIATION—I (1) OR II (1)

This course, by giving the student opportunity to hear and perform many pieces of good music, purposes to enrich his experience, increase his enjoyment in music, and make him aware of the association of music with literature and art.

### 111. SIGHT SINGING AND EAR TRAINING—I (2) OR II (2)

This is a practical course in sight singing open to students who have not had practice in *so-fa* singing in the elementary or high school. It deals primarily with a review of rudiments of music, practice in singing by syllable, chording, ear training, and dictation.

Prerequisite: Ability to sing simple melodies by rote and a knowledge of the rudiments of music.

### 112. SIGHT SINGING AND EAR TRAINING—I (2)

This is an advanced course in sight singing and ear training open to students who have had: (1) sufficient practice in *so-fa* singing in the elementary or high school; or (2) Sight Singing 111. The purpose of the course is further development of skill in sight singing, recognizing intervals, and writing melodies and chords from dictation.

### 113. CONDUCTING (Choral)—I (3)

A study of the fundamental principles of baton technique, routine of organization and rehearsal of choral groups, criteria for the selection of vocal materials, program building, and practical experience in conducting.



It is recommended that students taking this course should also take Music 115.

Prerequisite: Ability to sing simple melodies and a knowledge of the rudiments of music.

114. METHODS OF GROUP INSTRUCTION (String)—I (3) OR II (3)

Practical instruction in playing, and methods of teaching the string instruments of the orchestra.

115. UNIVERSITY CHOIR—I ( $\frac{1}{2}$ ) AND II ( $\frac{1}{2}$ )

A practical course covering all branches of choir training including methods and materials. Participation in the choir rehearsals and concerts is required.

121. METHODS OF GROUP INSTRUCTION (Advanced String)—I (3) OR II (3)

This is a continuation of the elementary course in methods of Group Instruction (String).

Prerequisite: Music 114.

122. METHODS OF GROUP INSTRUCTION (Piano)—II (2)

Practical instruction in playing, and methods of teaching class piano.

123. METHODS OF GROUP INSTRUCTION (Advanced Piano)—I (2)

This is a continuation of the elementary course in methods of Group Instruction (Piano).

Prerequisite: Music 122.

124. MUSIC EDUCATION—II (3)

This course is designed for teachers in the kindergarten and the first three grades who teach their own music, and for supervisors or special music teachers in the primary grades. Special emphasis will be placed upon: (1) materials used for singing, listening, and rhythmic activities; (2) current practices in teaching music in these grades; (3) planning music activities, suitable for the "activities program."

125. METHODS OF GROUP INSTRUCTION (Woodwind)—I (3) OR II (3)

Practical instruction in playing, and methods of teaching the woodwind instruments of the band and orchestra.

131. METHODS OF GROUP INSTRUCTION (Voice)—I (2) OR II (2)

Practical instruction in singing and methods of teaching voice classes in high school.

Prerequisite: Ability to sing simple melodies and a knowledge of the rudiments of music.

132. METHODS OF GROUP INSTRUCTION (Advanced Voice)—I (2) OR II (2)

This is a continuation of the elementary course in methods of Group instruction (Voice).

Prerequisite: Music 131.

## 141. MARCHING BAND TACTICS—I (1)

Open to all students in the University.

This course is a study of the rudiments of marching band. It is the second of a cycle of four courses in Marching Band Tactics. One of the cycle will be offered the first semester of each year.

Students taking this course are required to participate in Marching Band during the football season.

## 150. MUSIC LITERATURE FOR CHILDREN—(Summer Only)—(3)

A course in which provision is made for: (1) study of music interests of children in the various grades; (2) a study of much music literature that will enable the teacher to develop these interests and promote growth; (3) a selection of music suitable for use in the various units in an activities program. This course is designed especially for teachers, principals, and supervisors in elementary schools.

## 151. LITERATURE OF MUSIC—I (2)

The purpose of the course is to acquaint the student with an abundance of music literature from the cultural point of view. The smaller forms of instrumental and vocal music will be stressed. Much of the material used in this course will be drawn from our Carnegie library of recordings.

## 209. HARMONY—I (3) OR II (3)

A study, through ear, eye, and keyboard of the major and minor scales in all keys; intervals, triads, and their inversions; simple chord progressions; the dominant seventh and its inversions in the major and minor modes. Written work.

Prerequisite: Music 111 or 112.

## 211. HARMONY—I (3) OR II (3)

This is a continuation of Course 209. A study, through the ear, eye, and keyboard of the secondary triads and seventh chords; modulation and key transitions, rearrangement of four-part music for mixed, male, and female voices. Students are given opportunity and encouragement for individual creative expression.

Prerequisite: Music 209.

## 214. MUSIC FOR THE LAYMAN—(Summer Only) (3)

This is a course designed to provide significant experience in music through listening, participation, and discussion, and aimed to increase the enjoyment and appreciation of music by the members of the class. It is intended primarily for non-music majors, but is open to all interested persons.

## 215. HISTORY OF MUSIC—I (2)

A study of the development of music from the beginning of history and including the time of Beethoven. Nationalities, schools, and composers are studied. The relation of music to the history of civilization is shown, and abundant musical illustrations are presented.

## 217. ORCHESTRATION—II (3)

A practical course in scoring piano pieces for orchestras of varying instrumentation, involving tonal balance, color or timbre, and technical problems. This

course will also include practical work in scoring for band units of various instrumental combinations and in re-scoring published arrangements to accommodate bands of varying instrumentation. Scores completed in this class will be performed by campus organizations during the season under the direction of the persons scoring the works.

Prerequisite: Music 209 or 211, or adequate background in Harmony.

220. METHODS AND MATERIALS IN INSTRUMENTAL MUSIC—(Summer Only)  
(3)

A course in which provision is made for: (1) a survey of the available material for use in band, orchestra, ensemble, and other instrumental groups; (2) developing standards for evaluating new materials; (3) practice in evaluating music; (4) discussion of current methods in teaching instrumental music on the elementary and high school levels.

This course is not limited to music majors but is open to all students interested in this phase of teaching.

221. INSTRUMENTAL EQUIPMENT SELECTION AND REPAIR—(Summer Only)  
(3).

A course in the selection and maintenance of instrumental equipment, including laboratory work in the repair of musical instruments. (Open to students in all curricula.)

223. METHODS OF GROUP INSTRUCTION (Advanced Woodwind)—I (2)

This is a continuation of the elementary course in Methods of Group Instruction (Woodwind).

Prerequisite: Music 125.

232. METHODS OF GROUP INSTRUCTION (Brass)—II (3)

Practical instruction in playing, and methods of teaching the brass instruments of the band and orchestra. (Students who have had 233 may not take this course for credit.)

233. METHODS OF GROUP INSTRUCTION (Brass and Percussion)—(Summer Only) (3)

Practical instruction in playing, and methods of teaching the brass and percussion instruments of the band and orchestra. (May be substituted for Music 232 and 234.)

234. METHODS OF GROUP INSTRUCTION (Percussion)—II (2)

Practical instruction in playing, and methods of teaching the percussion instruments of the band and orchestra. (Students who have had 233 may not take this course for credit.)

235. MUSIC EDUCATION—I (3)

This course is a study of the musical development of children in grades four through eight. Practical preparation for the teaching of music is provided through demonstration and classroom discussion of basic techniques, observation of music classes in the upper grades of the training school, building courses of study, planning music activities as a part of an integrated program, and through evaluation of basic texts and music materials which are used in the public schools.



## 236. ADVANCED CONDUCTING (Instrumental)—II (3)

A continuation of the study of baton technique, score reading, organization and rehearsal routine, criteria for selection of instrumental material suitable to the ability of different groups, and program building. Observation and discussion of the activities of performing groups on and off campus; practical work in conducting instrumental groups.

## 244. HISTORY OF MUSIC—II (2)

This course begins with the Romanticists and includes a detailed study of twentieth century music.

## 252. LITERATURE OF MUSIC—II (2)

The purpose of this course is to give opportunity for the study of the larger forms of music with special emphasis on the symphony, oratorio, and opera. Students in this course will have access to scores and recordings in our Carnegie Room in Milner Library.

## 253. CHAMBER MUSIC—I (1) OR II (1)

A study of chamber music for all combinations, and practical experience in performance.

## 254. CHAMBER MUSIC—I (1) OR II (1)

A continuation of the study of chamber music for all combinations of instruments and practical experience and performance.

## 256. CURRENT TRENDS IN INSTRUMENTAL MUSIC—(Summer Only) (3)

A course for experienced teachers, principals, superintendents, and advanced students concerned with the administration and supervision of instrumental music in the elementary and secondary schools. Consideration will be given to pupil development through an adequate and appropriate program of music in the schools; a critical study of the methods and materials in current use; the place of the band, small ensemble, and orchestra in the school and the community; the marching band; current research that may affect instrumental teaching.

## 257. MUSIC IN THE INTEGRATED PROGRAM—(Summer Only) (3)

This course is planned to help the room teacher and teachers of special subjects in fitting music materials and activities to the needs of pupils as they carry forward the varied activities of the modern school program.

Units of activity involving various types of music expression will be demonstrated and discussed. Opportunity will be given for all members of the class to work out plans for use in units developed in their own teaching situations.

## 258. COMMUNITY MUSIC—(Summer Only) (3)

The purpose of this course is to set up ways and means of organizing a program of community music, securing support and leadership for such a program, and creating lasting enthusiasm to carry forward the objectives of a community program which are as follows: (1) to provide opportunities for developing community interest and unity of spirit through participation in musical activities, (2) to provide musical activities for amateurs, and (3) to foster and guide the musical development of the community.

281. PARTICIPATION—(Throughout year) ( $\frac{1}{2}$  to 6)

Participation in the major organizations: Concert Band, Concert Orchestra, University Women's Chorus, Male Chorus, University Men's Glee Club, Treble Choir, University Choir.

**PHYSICAL SCIENCE**

Students electing Physical Science as a first teaching field take as a minimum the following courses: Physical Science 140, 141, 150, 151, and 228 or 275 and additional electives in Physical Science to make a total of 35 semester hours.

Students electing Physical Science as a second or third teaching field take as a minimum the following courses: Physical Science 140, 141, 150, 151, and 228 or 275. Total: 22 semester hours.

## 109. NATURAL SCIENCE SURVEY—I (4) OR II (4)

A science survey course for freshmen given jointly by the Departments of Biological Science, Geography and Geology, and Physical Science. An appreciation of the values of the Biological, Earth, and Physical Sciences upon the development of civilization and upon everyday living.

## 110. NATURAL SCIENCE SURVEY—II (4)

A continuation of Course 109. (These courses, 109-110, are not required of Physical Science freshmen who may substitute instead courses 140, 141, or 150, 151.) (Students who have had Physical Science 110 may not take Natural Science Survey 109 or 110 for credit.)

## 120. GENERAL CHEMISTRY—I (3)

A study of the non-metals and the fundamental principles of chemical science. The course is intended for Home Economics majors only. (Two periods of recitation and one double laboratory period per week.)

## 132. HOUSEHOLD CHEMISTRY—II (3)

A study of fuels, water, cleaners, and elementary organic chemistry of the hydrocarbons, alcohols, fats, carbohydrates, and proteins. For Home Economics majors. (Two recitations and one double laboratory period per week.)

Prerequisite: Physical Science 120 or 140.

## 140. GENERAL CHEMISTRY—I (5) OR II (5)

The first semester of a year course in the science including fundamental principles. (Three recitations and two double laboratory periods per week.)

## 141. GENERAL CHEMISTRY—II (5)

A continuation of course 140 including a study of the metals. (Recitations and laboratory as in 140.)

Prerequisite: Physical Science 140.

## 144. ELEMENTARY QUALITATIVE ANALYSIS—II (3)

For Agriculture majors. A study of compounds of the metals and their identification. (Three double laboratory periods per week.)

Prerequisite: Physical Science 140.

## 150. GENERAL PHYSICS—I (5) OR II (5)

The first semester of a year course in physics including elementary mechanics, wave motion, sound and heat. (Three recitations and two double laboratory periods per week.)

## 151. GENERAL PHYSICS—II (5)

A continuation of General Physics 150 including elementary magnetism, electricity, electronics, optics and radiation. (Recitations and laboratory periods as in 150.)

Prerequisite: Physical Science 150.

## 152. FUNDAMENTALS OF RADIO—I (5)

This course follows quite closely the outline of Government sponsored courses in radio. The first part of the course is devoted to fundamental electrical theory. Both D.C. and A.C. theory and instruments as used in radio are studied in this part of the course. The second half of the course is devoted to vacuum tube theory and applications. (Three recitations and two double laboratory periods each week.)

Prerequisite: One year each of high school physics and mathematics.

## 201. QUALITATIVE ANALYSIS LECTURES—I (3)

A study of chemical equilibrium as applied to the separation and identification of the anions and cations.

Prerequisite: Physical Science 141.

## 203. QUALITATIVE ANALYSIS LABORATORY—I (2)

Laboratory practice on the work indicated in course 201.

Prerequisite: Physical Science 141 with course 201 preceding or accompanying.

## 204. QUANTITATIVE ANALYSIS LECTURES—II (2)

The fundamental principles of the quantitative estimation of metal and non-metal components of mixtures and compounds.

Prerequisite: Physical Science 201 (or 144) and 203.

## 206. QUANTITATIVE ANALYSIS LABORATORY—I (3)

Laboratory practice in fundamental processes of gravimetric and volumetric analysis.

Prerequisite: Physical Science 201 (or 144) and 203 with 204 preceding or accompanying.

## 207. ELEMENTARY ORGANIC CHEMISTRY LECTURES—I (3)

The first of a series embracing the study of the aliphatic compounds.

Prerequisite: Physical Science 141.

## 209. ELEMENTARY ORGANIC CHEMISTRY LABORATORY—I (2)

Laboratory practice on the preparations and reactions of the aliphatics.

Prerequisite: Physical Science 141 with 207 preceding or accompanying.



## 212. ORGANIC CHEMISTRY LECTURES—II (3)

A continuation of course 207 and a study of the carbocyclic and heterocyclic compounds.

Prerequisite: Physical Science 209.

## 214. ORGANIC CHEMISTRY LABORATORY—II (2)

Laboratory practice on the compounds indicated in course 212.

Prerequisite: Physical Science 209 with 212 preceding or accompanying.

## 221. PHYSICAL CHEMISTRY LECTURES—(Summer Only) (3)

The first of a series of courses in theoretical chemistry. It deals with the properties of gases, liquids, solids, solutions, elementary thermodynamics and colloids.

Prerequisite: Physical Science 206.

## 223. PHYSICAL CHEMISTRY LABORATORY—(Summer Only) (3)

Laboratory practice to accompany preceding course.

Prerequisite: Physical Science 206, with 221 preceding or accompanying.

## 228. METHODS AND MATERIALS IN CHEMISTRY—II (2)

The course includes a consideration of the modern scientific viewpoint, the aims of high school chemistry instruction, the principles and methods of teaching science, educational psychology applied to science teaching, the selection and organization of subject matter, examinations and new type tests, selection of texts, equipment and supplies, classroom and laboratory instruction and management, and current problems in chemical education. Extensive use is made of the *Journal of Chemical Education*.

Prerequisite: Physical Science 141 and two of the following: 201, 204, 207, 212.

## 252. HOUSEHOLD PHYSICS—II (3)

A course in applied physics of the home for Home Economics majors. Heat, electricity, and light receive the major emphasis in the course. Quantitative laboratory work is a valuable part of the course. (Two recitations and one double laboratory period per week.)

## 253. SOUND, HEAT, AND LIGHT LECTURES—I (3) OR II (3)

This course includes wave motion, the nature and properties of sound, nature of heat temperature and heat measurements, heat transmission, and applications of heat. The nature and properties of light, the action of lenses and mirrors and their use in optical instruments with related topics are also a part of this course.

Prerequisite: Physical Science 151, Mathematics 111.

## 255. SOUND, HEAT, AND LIGHT LABORATORY—I (2) OR II (2)

Laboratory practice, quantitative in nature, on topics mentioned in course 253.

Prerequisite: Physical Science 151, Mathematics 111, with Physical Science 253 preceding or accompanying.

## 256. ELECTRICITY AND ATOMIC STRUCTURE LECTURES—I (3) OR II (3)

A study of the theories and laws of magnetism and electricity, including high voltage power transmission, together with an elementary study of radioactive substances and atomic structure. It is recommended that course 258 accompany this one.

Prerequisite: Physical Science 151, and Mathematics 112.

## 258. ELECTRICITY AND LIGHT LABORATORY—I (2) OR II (2)

Laboratory practice in the use of electrical and light apparatus, based upon the topics mentioned in 256.

Prerequisite: Physical Science 151, Mathematics 112, with Physical Science 256 preceding or accompanying.

## 261. ADVANCED ELECTRICITY LECTURES—I (3)

Including circuits, electrostatic fields, potential, motors and generators, capacitance, inductance, transmission and distribution of power and thermionic tubes.

Prerequisite: Physical Science 258, Mathematics 111.

## 263. ADVANCED ELECTRICITY LABORATORY—I (2)

Laboratory practice on the topics studied in course 261.

Prerequisite: Physical Science 258, Mathematics 111, with Physical Science 261 preceding or accompanying.

## 264. MODERN PHYSICS—II (3)

Including recent developments in physics, with emphasis on atomic structure, conduction of electricity through gases, molecular mass and motion, electron charge, mass radiation, spectra, photoelectric phenomena, and quantum theory. (Three recitations per week.)

Prerequisite: Eight hours each of physics and chemistry, and Mathematics 115.

## 265. ADVANCED MECHANICS AND THERMODYNAMICS LECTURES—I (3)

Including trajectory, accelerated motion, angular motion, moment of inertia, simple harmonic motion, radiation, kinetic theory, gas equations, Carnot cycle, entropy, and Kelvin scale of temperature. (Not offered in 1942-43.)

Prerequisite: Physical Science 253, Mathematics 115.

## 267. ADVANCED MECHANICS AND THERMODYNAMICS LABORATORY—I (2)

Laboratory exercises based on topics listed in course 265.

(Not offered in 1942-43.)

Prerequisite: Physical Science 253, Mathematics 115, with Physical Science 265 preceding or accompanying.

## 272. WAVE MOTION AND PHYSICAL OPTICS LECTURES—II (3)

A study of wave motion as applied to sound and light, including the following: Doppler's and Huygen's principles, lens study, dispersion, interference, wave lengths, and electromagnetic theory. (Not offered in 1942-43.)

Prerequisite: Physical Science 253, Mathematics 115.

## 274. WAVE MOTION AND PHYSICAL OPTICS LABORATORY—II (2)

Laboratory work involving the use of the spectrometer and other apparatus for the study of optics treated in course 272. (Not offered in 1942-43.)

Prerequisite: Physical Science 253, Mathematics 115, with Physical Science 272 preceding or accompanying.

## 275. METHODS AND MATERIALS IN PHYSICS—I (2)

This course endeavors to present the purpose of a beginning course in physics and the proper methods of presenting the subject matter to high school pupils. Numerous textbooks and current educational literature pertaining to the subject are used for reference reading. Numerous recently published textbooks are analyzed and evaluated. The purpose and method of conducting laboratory experiments, the selection of experiments and apparatus, and suggestions for properly equipping a physics laboratory are given.

Prerequisite: Physical Science 151.

## 280. CONSUMER'S SCIENCE—(Summer Only) (3)

The course is planned to describe usable standards for choosing, using, and taking care of the products bought for the home throughout the year. When prices rise, it is doubly necessary to find ways to make the family dollars go farther.

The course is adapted to the use of both elementary and secondary school teachers, as well as consumer groups, parent-teacher organizations, and adult education classes. Opportunity will be offered to the prospective teacher of consumer education to develop a course to fit the needs of his own school regardless of whether the teacher is in the home economics, commerce, or science department.

The Food and Drug Act, as well as methods of evaluating, testing and grading the great variety of commodities such as fresh and canned fruits and vegetables, meat, poultry, dairy products, detergents, drugs, dentifrices, cosmetics and fuels will be studied. The course is non-laboratory in nature but numerous demonstrations showing how canned foods are graded according to the Agricultural Marketing Service Standards are used. No previous science courses are required or needed.

## 281. METHODS AND MATERIALS IN GENERAL SCIENCE—(Summer Only) (3)

The course is designed for those teaching general science in the elementary, junior and senior high schools. Consideration will be given to the objectives of general science teaching, classroom procedures for different age groups, tests, selection of texts and workbooks, and equipment and supplies.

## 282. PRINCIPLES OF SAFETY EDUCATION—(Summer Only) (3)

A course for elementary and secondary teachers, involving a study of the hazards of modern life, particularly those of youth, the investigation and interpretation of casualty statistics, and the means employed for inculcating habits of safety. Safety reading material is consulted, charts are made and studied, moving pictures employed, and means considered for promoting safety in both the school and community. This course is not primarily concerned with traffic problems.

## 283. TESTS OF CONSUMER PRODUCTS—(Summer Only) (3)

A laboratory course in grading and testing of consumer products. The course is designed to meet the needs of home economics teachers, chemistry teachers, and



teachers interested in consumer education for high school pupils and for teachers as consumers. No previous knowledge of chemistry is necessary. Various canned fruits and vegetables will be graded and tested. Ice cream, butter, milk, gelatin, cola beverages, flour, baking powder, vegetable shortening, sugars, motor oils, anti-freezes, coal, soaps, commercial bleaching agents, cosmetics, alkalizers, and drugs are only a few of the many commodities to be tested in the course. Opportunity will be offered to members of the class to follow their own individual interests in testing various commodities.

**284. SCIENCE OF COSMETICS—(Summer Only) (3)**

This course deals with the study of cosmetics from the consumer's viewpoint. The characteristics that make for quality in each type of cosmetic, an evaluation of various brands, as well as the ingredients used and their effect on the skin will be studied. Opportunity for practical experience in blending face powders and preparing creams, lotions, lipstick, rouge, deodorants, and other cosmetics will be offered. No previous science courses are required or needed.

**285. CIVILIAN DEFENSE—(Summer Only) (3)**

A course designed to aid both elementary and secondary teachers to be of the greatest help to the school, community, and nation in time of national stress. All phases of civilian defense will be studied as well as the ways and means of putting the principles into effect in the school and community whether large or small. No previous science courses are required or needed.

## **PSYCHOLOGY AND PHILOSOPHY**

Students electing Psychology as a second teaching field take as a minimum the following courses: Psychology 111, 115, 212, 222, 234, 237, and an additional course chosen from the remaining electives in Psychology to make a total of 17-18 semester hours.

**111. GENERAL PSYCHOLOGY—I (3) OR II (3)**

An introductory course designed to give a scientific foundation for interpretation of human behavior. Motives of men's acts, observing and attending, emotion, learning, memory, and problem-solving, influence of heredity and environment upon development, and personality development are the main problems which constitute this course.

**115. EDUCATIONAL PSYCHOLOGY—I (3) OR II (3)**

The aim of the course is to develop judgment and skill in the application of the principles of psychology to the guidance of mental growth in children and adolescents, primarily through the agencies of the school. Though the course is organized from within the field of educational psychology, the point of departure in the case of many of the topics will be observation in the training schools.

Prerequisite: Psychology 111.

**211. PSYCHOLOGY OF MODERN BUSINESS—I (2)**

A course designed to put students of Business Education and Industrial Arts in contact with the methods and results of the psychology of marketing, advertising, salesmanship, and employment. An evaluation of current popular methods

of judging personality and a comparison of these with the experimental and objective test methods of psychology. (Open to students in curricula other than Business Education.)

Prerequisite: Psychology 115.

## 212. SOCIAL PSYCHOLOGY—II (2)

In this course the emphasis is on the mental behavior of large organized groups rather than on that of the individual. After a brief study of primitive society, present day groups are studied, such as local clubs, business corporations, government, religious, educational, fraternal and propaganda associations. Their aims, how mass motivation is secured, their methods of operation, how large scale teaching and learning is carried on. How public opinion is formed through the use of the press, the pamphlet, the radio, and other means of communication, and also through the organization of pressure groups, propaganda and censorship methods. (Of value to students in all curricula. Of special interest to social science and literature majors.)

Prerequisite: Psychology 111.

## 221. CHILD PSYCHOLOGY—(Summer Only) (3)

The application of the principles of general psychology to the behavior and development of young children. Essential for those expecting to teach at the elementary level, and desirable for those planning to teach at the secondary level. For the latter, this course will provide knowledge of the earlier stages in the genetic development which precedes adolescence.

Prerequisite: Psychology 115 or Education 108.

## 222. PSYCHOLOGY OF ADOLESCENCE—II (2)

The major objective of this course is to give the student an understanding of the behavioral characteristics of the high school student. This involves a study of development in the areas of physical, emotional, social, moral and religious, and intellectual growth. Special attention will be given to methods of obtaining information about the student.

Prerequisite: Psychology 115 or Education 108.

## 225. PSYCHOLOGY OF MUSIC AND THE OTHER FINE ARTS—II (3)

This course is designed to acquaint the student with the contributions of psychology to the study of music and the other fine arts. It will include an analysis of the factors and principles that constitute artistic capacity and ability and the extent to which these may be determined, through psychological analysis and measurement. Though this course is of specific interest to students of music, art, and household arts, it is open to any students interested in gaining a better conception of the educational significance of the fine arts.

Prerequisite: Psychology 111.

## 231. PSYCHOLOGY OF SECONDARY SCHOOL TEACHING—I (3)

A course which presupposes a thorough knowledge of elementary psychology and its general applications to teaching. It is a training course in the application of psychology to the teaching of specific high school subjects and supplements the courses in special methods on the psychological side. In the latter half of the course the students are grouped according to their major teaching fields, and make

an intensive study of the psychological experiments dealing with the teaching of their particular subjects. Reports, observations in the training schools, and discussions in which the class, the teacher, and critic teachers in the University High School participate.

Prerequisite: Psychology 115.

234. MENTAL HYGIENE—I (3) OR II (3)

This course is composed of selected material from three areas: Mental Hygiene, Clinical Psychology, and Abnormal Psychology. It is designed to aid the prospective teacher in: (1) recognizing serious problems; (2) recognizing minor problems early and giving some help in correcting them; (3) preventing the development of adjustment problems by applying the positive principles of Mental Hygiene and working on the teacher's own personality development.

Prerequisite: Psychology 115 or Education 108.

237. PRINCIPLES OF EDUCATIONAL MEASUREMENT—I (2)

A study of standardized intelligence and achievement tests for elementary and secondary school teachers, and of the principles of scientific educational measurement. Training in constructing informal objective tests. Practice in the training school in the administration and use of objective tests both for survey and for diagnostic purposes.

Prerequisite: Psychology 115.

241. MODERN VIEWPOINTS IN PSYCHOLOGY—II (2)

A study of contemporary schools and movements of psychology, Dynamic Psychology, Behaviorism, Purposivism, Gestaltism, Freudianism, in their historical setting. Influence of these views on psychology and education.

Prerequisite: Psychology 115.

251. INTRODUCTION TO PHILOSOPHY—I (3)

A brief treatment of the historical development of philosophy, as well as a brief survey of the more important modern problems, aims, and methods.

252. ETHICS—I (3)

Principles underlying human conduct, with applications to the life of the individual and of society.

## SOCIAL SCIENCE

Students electing Social Science as a first teaching field take as a minimum the following courses: Social Science 111, 112, 113, 114, 115, 116, 121, 166, and additional courses chosen from the remaining electives in Social Science to make a total of 40 semester hours.

Students electing Social Science as a second teaching field take as a minimum the following courses: Social Science 111, 112, 113, 114, and additional courses chosen from the remaining electives in Social Science to make a total of 20 semester hours.

Students electing Social Science as a third teaching field take as a minimum the following courses: Social Science 111, 112, 113, 114, and additional courses chosen from the remaining electives in Social Science to make a total of 18 semester hours.



## 111. CONTEMPORARY CIVILIZATION—I (3) OR II (3)

This course studies contemporary society and its problems from the viewpoint of integrated social science, the economic changes of the last century and a half, their impact upon society and the governmental attempts at control of the processes.

## 112. CONTEMPORARY CIVILIZATION—I (3) OR II (3)

This is a continuation of Course 111. Problems of contemporary life are examined. The approach throughout is designed to show the social, economic, and political relationships of modern life.

## 113. HISTORY OF CIVILIZATION AND CULTURE—I (3)

The story of primitive man, the ancient cultures of the Middle and Far East, the civilizations of Greece, Rome, and the Middle Ages are studied with constant attention to the evolution of those institutions, arts, and processes whereby man has served his needs and expressed himself.

## 114. HISTORY OF CIVILIZATION AND CULTURE—II (3)

This course continues the conception set up in the previous course. It emphasizes the transition to the Modern World, the rise of the state system, and attempts to estimate the nature and development of modern civilization; the economic, democratic, and nationalistic tendencies, and the new social needs.

## 115. HISTORY OF THE UNITED STATES—I (3)

A survey course covering the colonial and the early national periods to 1850. Emphasis is placed upon the economic development of the colonies, the struggle for Independence, and the social and cultural development of European stock in this country. Attention is devoted to the formation of a National government, territorial expansion, westward movement, and political controversies.

## 116. HISTORY OF THE UNITED STATES—II (3)

A continuation of Course 115. Attention is drawn to the sectional conflicts leading to the Civil War, to the agrarian and the industrial revolutions, and to territorial acquisitions abroad. Emphasis is placed upon the contemporary problems of American life.

## 119. HISTORY OF ILLINOIS—I (3)

This course is planned to give to public school teachers the technique and materials for the teaching of local history; to stimulate an understanding of Illinois as a cultural unit, an appreciation of the growth of democratic practice in the state, and a realization of the dangers threatening our democratic system in our local communities.

## 121. PRINCIPLES OF ECONOMICS—I (3) OR II (3)

This is a course dealing intensively with economic thought and current economic theory. Special emphasis is laid upon the theory of value and upon the theory of distribution.

## 151. POLITICAL INSTITUTIONS AND PRACTICES OF ILLINOIS—I (2) OR II (2)

The growing needs of Illinois citizens are considered as the determining factors in the evolution, expansion, and activity of the State's governmental institu-

tions. The purpose of the course is to prepare teachers to interpret Illinois political institutions and practices to junior and senior high school pupils.

**\*152. THE CURRICULUM IN THE SOCIAL SCIENCES—(Summer at East Bay Only) (3)**

This course will consider the place of social science in education; methods of constructing a curriculum; selection, organization and placement of subject matter; and recommendations for a course of study for grades one through twelve based on the needs and interests of children, social needs, and available social science materials.

This course can be applied as American, World, or European history depending upon the emphasis and project work.

(Students taking this course may not take 240 for credit.)

**161. RURAL SOCIOLOGY—I (3) OR II (3)**

This course deals with neighborhood and community types: the home, the church, the school, national and local rural organizations, economic adjustments, standards of living, land policies, adult education, leadership, cooperation and community progress. It furnishes a scientific background for active participation in desirable social adaptation.

**166. INTRODUCTION TO SOCIOLOGY—I (3) OR II (3)**

This course, as its title implies, offers an introduction to the general field of sociology. Descriptions of groups and institutions, together with their folkways, will be employed as the material of departure. Theory will be introduced to illustrate and clarify current trends. Social changes, with their accompanying problems, will be examined while the importance and methods of social control will be emphasized.

**\*191. MATERIALS AND PROCEDURES IN TEACHING ELEMENTARY SOCIAL STUDIES—(Summer at East Bay Only) (3)**

This is a laboratory course in which each student chooses a significant social studies problem growing out of his experience and approved by the instructor. The work on the problem is done under guidance of the instructor and with the aid of appropriate consultants.

**\*193. MATERIALS AND PROCEDURES IN TEACHING HIGH SCHOOL SOCIAL STUDIES—(Summer at East Bay Only) (3)**

A laboratory course similar to the above only dealing with social studies in the high school.

**211. MODERN ECONOMIC SOCIETY—I (3)**

This course is a broad survey of some of the chief characteristics of our contemporary economic system, specialization, mechanization, marketing, and corporations. Considerable time is given to the study of business instability, the national and international phases of business cycles.

Prerequisite: Social Science 121.

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\* No one may receive credit in more than two of the following courses: 152, 191, 193, 240, 291, 293. The laboratory courses are primarily for experienced teachers while the campus courses are organized to acquaint inexperienced teachers with the social science field.

## 213. MONEY AND BANKING—I (2)

The first part of the course is taken up with the present money system of the United States and its development, including such topics as inflation, index numbers, and managed currency; the second part of the course is a study of banks and banking from the point of view of society.

Prerequisite: Social Science 121.

## 214. LABOR ECONOMICS AND LABOR PROBLEMS—II (2)

This is a study of the worker and his problems with emphasis on the economic principles and issues involved. Special attention is given to unemployment, wages, hours, compensation, the rise of labor unions, collective bargaining, strikes, and various legal and social questions which concern labor.

Prerequisite: Social Science 121.

## 215. PUBLIC FINANCE—I (2)

A study of governmental expenditures and taxes, surveying rapidly the tax systems of the Federal government, and the various states, with special emphasis on Illinois.

Prerequisite: Social Science 121.

## 216. AMERICAN INDUSTRIAL HISTORY—II (3)

The industrialization of America, the problems connected with agriculture, the rise of monopoly, and the trend away from laissez-faire. Special emphasis is placed upon the role that government has assumed in ending, regulating and guiding economic activity.

Prerequisite: Social Science 115 or 116.

## 220. ANCIENT HISTORY—I (3)

This is a survey of Greek and Roman history with particular attention to the evolution and practice of Athenian democracy and the constitutional history of the Roman Republic. The contributions of the Greeks and Romans to literature, art, religion and science are presented against a political, economic and social background.

Prerequisite: Social Science 113.

## 223. MEDIEVAL HISTORY—II (3)

Chronologically, this course continues from the one in Roman History to 1500. Such subjects as the Church, feudalism, the towns, and the medieval background of modern nationalities are considered.

Prerequisite: Social Science 113.

## 225. RENAISSANCE AND REFORMATION, EUROPE 1400-1648—I (2)

This course takes up these two great movements in some detail with emphasis on their continued effects on civilization.

Prerequisite: Social Science 114.

## 226. DYNASTIC RIVALRIES, EUROPE 1648-1789—II (2)

This course traces the predominance of France in the Age of Louis XIV, the rise of Russia and Prussia, and the great world struggles for colonial possessions.

Prerequisite: Social Science 114.



## 227. REVOLUTIONARY EUROPE, 1789-1850—I (2)

This course deals with the French Revolution, the Revolution of 1830 and that of 1848. It shows the rise of nationalism and democracy in Western Europe.

Prerequisite: Social Science 114.

## 228. NATIONALISM AND IMPERIALISM, EUROPE 1850-1918—II (2)

This course deals with the forces that led to the World War. Nationalism, militarism, economic imperialism, systems of alliances, the Balkan problem and the great international crises are major topics.

Prerequisite: Social Science 114.

## 229. EUROPE SINCE THE WORLD WAR—I (2)

This course begins with the treaties which closed the World War. Some units considered are: Bolshevik Russia, Fascist Italy and Germany, unrest in Africa and Asia, agencies for peace, war debts and reparations, danger spots of today.

Prerequisite: 12 semester hours of Social Science.

## 231. COLONIAL LIFE AND INSTITUTIONS—I (3)

This course takes up the transfer of European ideas, institutions and customs to America, and traces their subsequent development on American soil.

Prerequisite: Social Science 115.

## 232. HISTORY OF THE AMERICAN FRONTIER—II (3)

This course traces the westward movement and the influence of the frontier on American life and institutions.

Prerequisite: Social Science 115.

## 233. EXPANSION AND CONFLICT—I (3)

This course is a study of life, leaders, and institutions in the middle period of American History. Emphasis is placed upon sectionalism, nationalism, compromise and reaction, party evolution, economic development and social antagonisms, which culminate in the Civil War.

Prerequisite: Social Science 115.

## 234. RECENT AMERICAN HISTORY—II (3)

An intensive study of the history of this country since the Civil War, stressing such topics as: the industrial development; the rise of the Far West; economic and commercial imperialism; social and economic movements of the twentieth century; the World War and the reaction therefrom.

Prerequisite: Social Science 116.

## 235. HISTORY OF THE SOUTH—II (3)

This course is a general survey of the states which formed the Confederacy. Attention is given to those physical characteristics, economic and social institutions which served to identify the South as a distinct section. Inquiry is made into those economic and political conditions which disrupted the Confederacy, and later into the factors that have contributed to the building of the new South.

Prerequisite: Social Science 115.

## 236. MAKERS OF AMERICAN HISTORY—(Summer Only) (3)

In this course the biographical approach is emphasized. The interrelationships between men and events are graphically and colorfully presented. Individuals to be studied are selected by members of the class.

## 240. METHODS AND MATERIALS IN SOCIAL SCIENCE—II (2)

This course will consider selection and use of teaching material; procedures useful in teaching social science, such as projects, directed study, unitary procedures, methods of socialization, and the development of instruments of evaluation.

This course can be applied as American, World, or European history depending upon the emphasis and project work.

(Students taking this course may not take 152 for credit.)

(No one may receive credit in more than two of the following courses: 152, 191, 193, 240, 291. The laboratory courses are primarily for experienced teachers while the campus courses are organized to acquaint inexperienced teachers with the social science field.)

## 242. ENGLISH HISTORY—II (3)

This course gives attention to the development of the British Constitution, the church, the rise of a machine civilization, economic imperialism, party government and the extension of the franchise, problems of Empire, remedial legislation of a political, economic, and social character as well as the problems of World War II.

Prerequisite: Social Science 113 and 114.

## 243. HISTORY OF THE FAR EAST—I (3)

A study of the peoples and problems of the Orient with reference to their internal development and the part they play in world politics. (Offered in 1943-44.)

Prerequisite: Social Science 116 or 234.

## 245. HISTORY OF LATIN AMERICA—I (3)

This course is a study of our neighbors to the south. It is planned for those who wish to enrich their knowledge of American history; for those who wish to gain an appreciation of the culture of the people of Latin America; for those who wish to understand the part Latin American can play in the present world situation; and to help students interpret the possible future relations between the United States and the Latin American countries. (Offered in 1942-43.)

Prerequisite: Social Science 116 or 234.

## 251. AMERICAN GOVERNMENT—I (3)

This course is designed to meet the needs of teachers of civics and citizenship. The emphasis is placed on the services rendered by government. A critical study is made of the processes employed in giving protection to life, liberty, and property, and to the institutions developed to promote the general welfare. The mastery of our governmental structure is incidental to the study of our political activities.

## 252. MUNICIPAL PROBLEMS AND ADMINISTRATION—II (3)

This course includes a study of the rapid growth of cities in the United States, with the resulting rapid increase of economic, social, and political problems. The nature of municipal government in its various forms as distinguished from state and national government is emphasized. The major attention is centered on the study of public safety, public welfare, public works, utilities, finance, and city planning.

## 253. POLITICAL PARTIES—I (2)

The history of political parties, the development of party machinery, party practices and functions are discussed in this course. The breakdown during recent years of strict party alignments with the changes resulting therefrom receives much attention.

## 254. INTERNATIONAL RELATIONS—II (2)

This course is a study of the modern "State System," its forms, forces, and prospects for the future. The problems of nationalism, internationalism, and imperialism are studied; also the politics of peace, settlement of international disputes, and the growth of international machinery.

## 256. THE CONSTITUTION OF THE UNITED STATES—II (3)

Beginning with the Constitutional Convention of 1787 and ending with the most recent decisions of the Supreme Court, this course deals with the most significant constitutional principles and problems. Emphasis is laid upon the cases involving the police power, the commerce power, taxation, due process of law, the elastic clauses of the Constitution, and the whole system of checks and balances.

Prerequisite: Social Science 115.

## 261. THE COMMUNITY—I (3)

The course emphasizes the structure, the functioning, and the changes which take place in the community—both rural and urban. Leadership in the community, the organization of the community, and the relation of the community to other institutions are emphasized.

## 262. THE FAMILY—II (3)

The family in its institutional and historical setting is examined, together with the changes which have been exerted on the modern family because of the impact of mechanization and urbanization. Furthermore, consideration is given to the needs of contemporary citizens with a view to establishing wholesome family life.

## 263. SOCIAL PATHOLOGY—I (2)

In this course attention is given to crime and delinquency, to problems of personal maladjustment, to the influences of community disorganization, and to other problems arising from the impact of mechanization.

## 264. MINORITY PEOPLES—II (2)

Attention is given to population and immigration, to race relations, and to the problems arising from the fusion of cultures.



## 265. SURVEYS AND FIELDWORK—(Throughout year) (1 to 6)

This course is designed for advanced students who have had one or more courses in sociology, preferably 261 or 263, and are interested in making application of this material to actual community situations and social problems. Opportunities will be given for making contacts, under supervision with the social institutions of the community. As a rule, work will extend from September to June. Admission by consent of the instructor. Hours for conference to be assigned.

## 266. SOCIAL THEORY—II (3)

This is an intensive course in social theory in which an examination is made of some of the leading social theorists and their theories. A consistent effort will be made to apply the theories to educational practices and procedures on the elementary as well as on the secondary level of instruction. Among the theorists studies will be Comte, Cooley, Durkheim, Giddings, Gumplowicz, Le Bon, Ratzenhofer, Ross, Small, Spencer, Sumner, Tarde, and Ward.

Prerequisite: Social Science 166.

## 268. REGIONALISM IN THE UNITED STATES—II (3)

An increasing emphasis on the integration and synthesis of curricular materials, whether in the elementary or in the secondary school, makes it necessary to orient ourselves to the various approaches of any body of subject matter. This is especially true of the materials of regionalism. While the conception of regionalism is familiar to students in several subject fields, nevertheless, in this course, an analysis will be made of the concept from the viewpoints of history, sociology, economics, government, art, literature, music, and drama, especially as they pertain to our own country.

## 269. EDUCATIONAL SOCIOLOGY—I (3)

The material of this course aims to show how the work of the school can be used to meet the problems of society—political, economic, and social. Emphasis is placed upon the school as an agency of social control and also on the changes in society.

## 270. CURRENT ISSUES—II (3)

A study of present day questions of public policy.

## 280. ECONOMICS OF WAR—I (3)

A study of the effects of war on economic life. Peacetime to war production, —plant expansion, bottlenecks, priorities, rationing, price control, foreign trade and shipping, war finance.

## \*291. DIRECTED SOCIAL SCIENCE READING COURSE—(Summer Only) (3)

This course is for teachers who wish to become better acquainted with,

A. Recent developments in the social science curriculum, or

B. New methods of teaching social science, or

C. New high school and elementary materials in social science.

The course is set up for advanced students who wish to do extensive reading in the field of social science instruction. Each student will, with the advice of a consultant, plan a course of reading in his selected field to be followed during the session. The course should appeal especially to teachers who have been un-

able to do recent work in social science. It should be particularly attractive to auditors who do not need college credit. Those taking it for credit will be required either to write a report based on their reading or to take an examination.

**\*293. SOCIAL SCIENCE WORKSHOP—(Summer Only) (2) OR (4) OR (6)**

The workshop offers opportunity for elementary and secondary school teachers to work on special problems, the preparation of teaching materials, or the study of new phases of social studies work. Consultants in the different history fields, in economics, in sociology, in political sciences, and in methods of teaching are available.

**299. CONTEMPORARY THINKING—(Summer Only) (1) OR (2) OR (3)**

This course is organized for a series of lectures and assigned readings by faculty members from various departments. Each faculty speaker will bring to the students the results of the most scholarly and pertinent thinking in their respective fields. The World To-Day is the central theme and units from the fields of Art, Education, Health, Physical Science, History, and Government will be presented. Emphasis will be given to problems of Conservation, Human and Natural; Background for the World War, II; Post War Problems in Education and Foreign Relations; and Citizenship during the War period.

Enrollment and corresponding credit is based upon units of three weeks.

## SPANISH

Spanish courses will be offered as demand warrants to provide first, second and third teaching fields. Since a limited teaching staff makes alternation of courses compulsory, students intending to prepare a teaching field in Spanish should consult the head of the Department of Foreign Languages so as to plan work for the future.

Students electing Spanish as a first teaching field take as a minimum the following courses: Spanish 111, 112, 115, 116, and additional courses chosen from the remaining electives to make a total of 32 semester hours.

Students electing Spanish as a second or as a third teaching field take as a minimum the following courses: Spanish 111, 112, 115, 116, and additional courses chosen from the remaining electives in Spanish to make a total of 24 semester hours.

Credit is not given for Spanish 111 unless Spanish 112 is completed.

Students having one year of high-school Spanish begin with 112; those with two years begin with 115.

**111 AND 112. FIRST-YEAR SPANISH—I (4) AND II (4)**

Pronunciation, essentials of grammar, exercises in hearing, speaking, and writing simple Spanish, reading of graded material. (Not offered 1942-43.)

**115 AND 116. SECOND-YEAR SPANISH—I (4) AND II (4)**

Class reading of modern Spanish prose—short stories, plays, novels, and essays. Review of grammar; oral and written composition; elements of commercial correspondence.

Prerequisite: Spanish 112 or 113, or two years of high-school Spanish. (Offered 1942-43.)

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\* No one may receive credit in more than two of the following courses: 152, 191, 193, 240, 291, 293. The laboratory courses are primarily for experienced teachers while the campus courses are organized to acquaint inexperienced teachers with the social science field.

## SPEECH

Students electing Speech as a first teaching field take as a minimum the following courses: Speech 110 (the speech staff may recommend a substitute course for those students showing a competency in speech), 111, 112, (121 or 123 and 141), 122, 131, 132, 212, 229, 230, and additional courses chosen from the remaining electives in Speech to make a total of 34 semester hours.

Students electing Speech as a second teaching field take as a minimum the following courses: Speech 110 (the speech staff may recommend a substitute course for those students showing a competency in speech), 111, 112, (121 or 123 and 141), 122, 132, 212, 229, 230. Total: 25 semester hours.

Students electing Speech as a third teaching field, in order to comply with the state regulation for certification, must take the following courses: Speech 110 (the speech staff may recommend a substitute for those students showing a competency in speech), 111, 112, 122 or 132, 123, 212. Total: 17 semester hours.

### 110. FUNDAMENTALS OF SPEECH—I (3) OR II (3)

This course attempts to acquaint the student with speech as a means of social adaptation and social control and to supplement or modify his skill of its use. The student is assisted in the analysis of his speech, in becoming aware of his good points and his deficiencies, and is guided in the acquisition of acceptable speech habits. Students must have or must acquire acceptable habits of voice and diction in order to receive credit for the course.

### 111. VOICE AND DICTION—I (3)

The characteristics of spoken language, the part that voice production plays in acceptable spoken language, and the nature of the English speech sounds and the phonetic characters that represent them are studied in this course. The objectives are (1) knowledge about acceptable and unacceptable habits of voice and diction, and (2) the acquisition of effective personal habits of voice and diction.

Prerequisite: Speech 110 or exemption.

### 112. PUBLIC SPEAKING—II (3)

Public speaking and elementary parliamentary law. Speech projects are used which provide training in the selection and organization of materials, in the more skillful use of language, and in the delivery of informative, persuasive and entertaining speeches. Parliamentary drill bearing upon campus problems is frequently conducted.

Prerequisite: Speech 110 or exemption.

### 121. DISCUSSION AND DEBATE—I (3)

This course is a combination of Discussion and Debate. It presents the working principles and the methods of discussion and debate. It is designed to develop skill in gathering, recording, organizing, elaborating, and adapting material, as well as in the use of reflective thinking, argument, and persuasion as they pertain to these forms of speech. (Credit not given for both 121 and 123.)

Prerequisite: Speech 110 or exemption.



## 122. ORAL INTERPRETATION OF LITERATURE—II (3)

A study of the fundamental problems involved in getting meanings from the printed page and interpreting them to an audience by means of vocal and bodily expression. Practice in platform reading of prose and poetry.

Prerequisite: Sophomore standing.

## 123. PUBLIC DISCUSSION—I (2)

This course presents the working principles and the methods of discussion. It deals with the basic concepts of and is organized to give the student training in reflective deliberation in face-to-face and co-acting groups. (Credit will not be given for both 121 and 123.)

Prerequisite: Speech 112.

## 130. RECREATIONAL DRAMATICS—(Summer Only) (3)

Theory and practice in the many types of dramatic activities suitable to playground, camp, church, or club program. Pantomime, improvisation, dramatization, pageantry, and puppetry are some of the fields to be considered.

## 131. DRAMATIC PRODUCTION—I (3)

A course of theatre backgrounds, including a brief outline of the development of theatrical arts with stress on the technical elements of production. Theory and practical problems in the field of stage costuming; design, construction and painting of scenery; stage lighting; make up; and organization of production crews and committees.

## 132. DRAMATIC PRODUCTION—II (3)

Theatre arts from the standpoint of acting and directing. Studies in pantomime and vocal characterizations. Theory of directing with one-act plays directed, acted, and staged by members of the class. Reading of plays suitable for community and school production.

## 141. INTERCOLLEGIATE DEBATING—(Throughout Year) (1 to 6)

This course is devoted to a study of and practice in the technique of contest debating. Work assigned will be adapted to the needs of the student. Those desiring to prepare for intercollegiate debate participation should enroll in this class.

Students with first or second fields in Speech are required to enroll for this work to the extent of one semester hour of credit to satisfy a requirement for graduation.

Not more than three hours of credit may be earned during any one school year, and not more than six hours of credit in all.

## 212. SPEECH CORRECTION—I (3) (SECONDARY) II (3) (ELEMENTARY)

## 212. SPEECH RE-EDUCATION CLINIC—(Summer Only) (2)

This course is designed to instruct teachers concerning common deviations in children's speech and methods of re-education. The speech sounds and their production, the production of voice, the cause of defective speech, and methods

of re-educating cases with delayed speech, sound substitutions, and voice deviations are studied.

Speech Re-Education Clinic 212, offered for a two weeks period during the regular summer session for two semester hours credit, may be substituted for the required Speech Correction 212 as offered during the regular year and summer session. Consequently, no one may receive credit for both courses.

#### 214. SPEECH CLINIC—(Summer Only) (3)

This course is devoted to clinical practice. Diagnostic tests will be applied to clinic cases and students will have an opportunity to work with a variety of speech re-education cases. Students enrolling in this course must have permission of the instructor.

Prerequisite: Speech 212.

#### 223. RADIO SPEAKING—II (2)

The acquisition of skill and knowledge of the technique involved in the preparation and presentation of radio programs, such as announcing, writing continuity, preparing and presenting sketches and radio plays, gathering, adapting, and presenting news, are the purposes of this course.

Prerequisite: Speech 110 or exemption.

#### 224. RADIO AND CLASSROOM—(Summer Only) (3)

Designed to acquaint the classroom teacher with schedules of educational broadcasts, the printed study helps and other materials accompanying the broadcasts and the correlation of educational broadcasts with classroom work; the development of a set of standards by which the teacher may aid the pupil in a discriminating choice of radio programs; the writing and production of radio programs adapted to the classroom and child listener.

#### 225. ADVANCED PUBLIC SPEAKING—II (2)

This course requires the study of a group of contemporary speeches, of their preparation, of the circumstances under which they were delivered, and of the biographies of the men and women who gave them. Each member of the class is required to give several speeches of from twenty to forty minutes in length. These speeches must be such as can be used elsewhere. Anniversary addresses, speeches upon social problems, upon scientific subjects, upon educational and literary subjects are representative of those most frequently given. Emphasis is placed upon extempore speaking.

Prerequisite: Speech 112.

#### 227. SPEECH COMPOSITION—I (3)

This course involves the analytical study of audience persuasion and oral style as embodied in talks, orations, lectures, and after-dinner talks, and the application of the principles in the composition of speeches of various kinds. It is hoped that those students who are interested in preparing orations of inter-society and intercollege competition will enroll in this course.

Prerequisite: Speech 110 or exemption.

## 229. PSYCHOLOGY OF SPEECH—I (2)

A study is made of the relation between thought and language. Imagery, emotion, thought, memory, attention, suggestion, habits, interests, and desires are considered from the point of view of influencing human behavior through speech. The characteristics of youthful, mature, and still older audiences are analyzed. Speech projects are carried on, in which the psychological factors making for effective speaking are given careful attention.

Prerequisite: Speech 112.

## 230. TEACHING OF SPEECH—II (2)

The problems encountered by elementary and secondary teachers of speech are considered. Students are expected to familiarize themselves with much of the standard reading matter relating to the teaching of speech.

Prerequisite: 10 hours of Speech.

## 231. MODERN CONTINENTAL DRAMA—I (2)

The theatre and drama of modern Europe from Ibsen to the present day, in its relationship to social and literary trends. Reading, reports, and discussions of dramas of leading continental authors. (Offered 1943-44.)

## 232. CHILDREN'S DRAMA—I (3)

Educational theory of dramatics for children; choice of stories and methods of approach to dramatization for all grades from kindergarten through Junior High School; study of aims and methods of production in a Children's Theatre with participation in the preparation of one play with children.

## 236. BRITISH AND AMERICAN DRAMA—II (2)

Brief study of the early American theatre; tracing of development in 19th century British and American drama; more detailed study of contemporary drama and dramatists of Great Britain and America. (Offered 1942-43.)

## 237. ADVANCED ACTING AND DIRECTING—I (2)

Advanced study in styles of acting and individual problems. Projects in directing scenes from plays of different types and periods—Greek, Shakespearean, 18th century, melodrama, fantasy, expressionism. (Offered 1943-44.)

Prerequisite: Speech 131 and 132.

## 238. ADVANCED PROBLEMS OF INTERPRETATION—I (2)

A study of repertoire and program building; the cutting and arrangement of stories and drama for platform presentation; a study of various theories of interpretation. (Offered 1942-43.)

Prerequisite: Speech 122.

## 240. THE TEACHING OF SPEECH IN THE ELEMENTARY SCHOOL—(Summer Only) (3)

A course to help teachers in the elementary school to a better understanding of the development of speech in children, and of the more simple physical, psychological, and social problems of speech which may arise on the elementary school level. Discussion and observation of classroom activities which may be utilized for the exercising and improvement of speech skills.

Prerequisite: Speech 110 (May be taken concurrently) or exemption.



## STUDENT LIFE

### NORMAL AS A LOCATION

Normal is an attractive suburban residential town with a population of about 7,000 people. It adjoins Bloomington, a thriving city with a population of 32,000. The two communities, originally only a mile and a half apart, have grown together and merged into one city, although they have separate municipal organizations. With their wide paved streets flanked by beautiful trees, their comfortable homes set in lawns studded with flowers and shrubbery, they offer suitable surroundings for the Illinois State Normal University. Situated in the geographical center of Illinois, the University is strategically placed for convenience of access and for future development.

Normal and Bloomington are on four steam railroad lines, the Alton, the Big Four, the Nickel Plate, and the Illinois Central. There are also the electric lines of the Illinois Terminal System. Several state and federal highways lead into the two cities, making the University easily accessible to all parts of Illinois. Inter-state bus lines also operate through Bloomington and Normal and city bus lines cover the two communities.

Lake Bloomington to the north of Normal, the parks, and the golf links in and around Bloomington and Normal, added to the facilities of the attractive and spacious university campus of fifty-six acres, afford opportunities for outdoor sports and recreational activities for the students and faculty.

The material advantages in the location of the Illinois State Normal University are enhanced by the unusual intellectual and aesthetic aspects of its environment. The communities are literary and musical centers. The University contributes its full quota to these cultural elements in the civic life of the two cities.

Few cities in the country offer as great opportunities for an attractive and profitable student life as do these twin cities of Illinois, located in the center of the Great Corn Belt in one of the richest agricultural regions in the world.

### SOCIAL LIFE AND REGULATIONS

The University has a full calendar of social functions during the year, the objective of which is to satisfy the social needs of each and every student. Faculty and students cooperate in the making and functioning of the social calendar. The University holds that a very important phase of College instruction is the social training which a student receives in connection with the activities of the institution. The student social life of the University is under the careful and thorough supervision of the faculty. The various student organizations in the University offer their benefits not only to those whose abilities are already developed, but to all who wish to participate. It is as important that latent talent and undiscovered ability be found and developed as it is that talent already developed be further promoted by the activities of the University.

In its social functions the University fosters proper social usage and strives to teach propriety and democratic dignity informally, yet effectively. The social functions of the University are conducted mostly by students with faculty co-operation and it is intended that every student shall participate in them. These

activities tend to develop in the student many valuable qualities which constitute the teaching personality of the teachers college graduate.

It is expected and required of students that they observe the customs which prevail in good society. An adult attitude on the part of students is encouraged and they are held responsible for their conduct wherever they may be, on the college campus, or elsewhere.

Regulations governing the social life in the rooming houses, the hours kept, and the callers permitted, are stated in the house rules printed in the rooming agreements. No rooming house is approved by the college unless the householder agrees to observe all of the regulations which pertain to the home life of the students, and to notify the college when students do not conform to these regulations.

Illinois State Normal University assumes that students will not use intoxicating liquors either on or off the campus. Since the use of such beverages, regardless of nature or quantity, is not a part of a teacher-training program, and since employers of teachers, regardless of their personal attitude toward the liquor question, will not employ or continue in service teachers who use such intoxicants, it is expected that prospective students who are not in sympathy with this regulation will not apply for admission. It is further assumed that students who are unwilling to abide by the regulation after admission will voluntarily withdraw from the University. Such a regulation in the interest of the reputation of this teacher-training institution and that of its students places the responsibility directly upon the student, who, if he fails to abide by the regulation, will be required to sever all connections with the University.

### PERSONNEL SERVICES

Illinois State Normal University offers many personnel services to all students. These services are designed to assist students in making early and satisfactory adjustments to college life in general and to the environment of this University in particular. Personnel services as defined on this campus consist of all those activities and agencies which exist for the purpose of helping people make the desired adjustments to their immediate and probable future needs. Chief among the personnel services at Illinois State Normal University are those performed by the student deans, the test committee, the housing service, the office of the University Physician, financial aid consisting of part-time employment and student loans, remedial instruction, intramural sports and hobby night programs, curricular advisement, individual counseling, the psychological consultation service, and teacher placement.

In order to help students make early and satisfactory adjustments to the problems which often confuse and perplex them, the University has established a counseling service. Approximately eighty members of the faculty serve as counselors to advise with students in connection with their educational programs and social life. This continuous service rendered throughout the year has been the object of favorable comments on the part of students and parents. Each counselor has approximately twenty students to work with and this plan results in a great deal of personal attention and consideration to the needs of individual students. A group is usually assigned to a counselor on the basis of geographical location, generally a county unit. The first contact between counselor and stu-

dent is made at the very beginning of Freshman Week and from that time forward students are advised to confer with their counselors as needs arise.

As a service to students who enter the University having some deficiencies in reading ability, a non-credit course in clinical reading is provided. Enrollment is voluntary.

### PROMOTION OF HEALTH

Illinois State Normal University gives unusual attention to the promotion of the health of students. A resident University Physician, two registered, trained nurses, and a qualified office assistant give their time to the health of students in the University and training schools. The University Physician's offices are located in Cook Hall and the headquarters of the nurse for the training school are in the Metcalf Building.

Beginning with September, 1935, a more extensive health service provided a limited period of hospitalization for the students of the University, cared for with funds set aside from the student activity fees, such service being available under the following regulations:

1. Student participation in such health service is available only for those students who have paid their university fees. The University is not obligated for any hospital service charges of students who have not complied with this regulation.

2. A dispensary is maintained in Cook Hall, which is open during class hours. Regular office hours from 9:00 a.m. to 12 m. and 2 p.m. to 4 p.m. are maintained by the University Physician for student consultations. No charge is made for this service. A registered nurse is in the office from 9:00 a.m. to 12 m. on Saturday mornings.

In cases of emergency occurring outside the regular office hours, the office assistant will locate the University Physician.

3. No university student is eligible for the services outlined at the expense of this fund unless he presents a card from the University Physician designating and approving the type of service to be rendered, and then only to the amount specified below.

4. In cases where the University Physician approves hospitalization, not more than \$2.50 will be paid per day for not more than seven days. This provides care in a two-bed room with another university student.

5. In cases where the University Physician approves hospitalization and a local physician is called to the hospital for the purpose of diagnosis, an amount not to exceed \$3.00 will be paid for the one such hospital call. The student must pay any physician's bill in excess of this allowance.

6. The University Physician has the privilege of approving bills for Laboratory, X-Ray, Electro-cardiogram, etc., provided the fees for such services have been agreed upon previous to the rendering of such services.

7. The cost of medicines not to exceed \$1.00 will be allowed for each hospitalization period. The student must pay any amount in excess of this allowance.

8. In emergency cases where the approval of the University Physician cannot be obtained in advance, the case may be taken to the hospital as an emergency case, following notification of some administrative officer of the University such



as the Dean of Women, Dean of Men, Dean of the University, or President, but no compensation will be allowed unless approved by the University Physician.

9. No chronic cases or ailments developed before September 14, 1942, or prior to the patient's connection with the Illinois State Normal University will be approved for hospitalization.

10. Surgeon's fees, those of special nurses, when required, and operating room fees are borne by the student.

11. The foregoing regulations apply only during the regular school year or summer session for which fees have been paid and are not applicable to regular vacation periods as indicated in the University Calendar.

The foregoing type of service has been of great benefit to both the school and the student body, since it has prevented much absence that would otherwise have resulted and has made possible early diagnosis and care that could not be afforded under other conditions. Removal of the mental hazard incidental to illness has made this new program exceedingly valuable. This type of service is undoubtedly appreciated by parents who realize that the best of care is afforded students while attending school.

### STUDENT ORGANIZATIONS AND ACTIVITIES

Although there are many student organizations on the campus of Illinois State Normal University, these activities are the result of diversified interests of a large student body. Participation in student activities is recognized and encouraged at Illinois State Normal University as a valuable part of a complete teacher-education program.

During the eighty-five years since the founding of Illinois State Normal University the formation of social fraternities or sororities of even a local nature has not entered the student-life program. There has been an apparent belief that the University could function to better advantage and that a more democratic attitude and more generous participation in the life of the University might be possible without such organizations.

With this policy, that has been established by tradition and common consent over a long period of time, the University maintains the position that it is not desirable to give consideration to the establishment of such groups. This policy does not have any bearing upon the furtherance of the activities of scholastic and departmental honor societies.

Because Illinois State Normal University is a professional school for the education of teachers and since ninety-nine per cent of the students are preparing for the teaching profession, the holding of office in any and all student organizations is limited to those expecting to teach and is not open to the few tuition or special students doing only a liberal arts type of work.

### THE STUDENT COUNCIL

The Student Council is a representative body made up of four members from each of the four classes, the editors of the *Vidette* and *Index*, and the President of the Council. Its function is to discuss plans for improving the conditions and character of student life, and to make recommendations to the administration. The Student Council has the power to make nominations for all general school offices, and sponsors the school elections.

### THE WOMEN'S LEAGUE

Every woman student is automatically a member of the Women's League. Through its various committees the Women's League makes it possible for the women of the student body to function as a unified group with reference to their social, ethical, and civic interests. Everything which touches the life of the women of the school is of interest to the Women's League. Every woman may be allied with some committee for the promotion of its special activities in the interest of the entire group.

### THE UNIVERSITY CLUB

The University Club, formerly the Varsity Club, is a men's organization of the campus to which all men become members upon enrolling in the University. The club pledges itself to promote the most wholesome type of good fellowship among the men of the campus, to encourage more men to come to the University, and to support athletics and all other worthy enterprises of the University. The organization stands for all of those things which tend toward a fuller manhood in its broadest meaning. The club has been active in furthering the interests of Smith Hall.

### THE NEWMAN CLUB

The Newman Club is an organization whose purpose is to bring the Catholic students of the University into a close bond of friendship.

### GAMMA DELTA

Gamma Delta is an organization open to all Lutheran students of the University and is designed to promote fellowship among this group of students on the campus. The local chapter was formed in March, 1936.

### CANTERBURY CLUB

The Canterbury Club is a national organization for the Episcopal students with chapters in many of the leading colleges and universities. The purpose is to promote fellowship among this group of students and to keep them in close touch with their local church.

### YOUNG WOMEN'S CHRISTIAN ASSOCIATION

The Young Women's Christian Association at Normal was the first student Y.W.C.A. in the world. From the time it was organized in 1872 by a small circle of people that met in the "White Room" of the Main Building, the Association has sought to help the women of the school to strengthen their ideals of religion and service through study and active work. Any woman in school may become a member provided she is in sympathy with the purpose of the Association.

### WOMEN'S RECREATION ASSOCIATION

The Women's Recreation Association is a local chapter of a great national organization which is seeking to produce a higher standard of American womanhood among college women of America. It aims to achieve this ideal through the physical, mental, and social development which women gain from co-operative recreational activities.

### LITERARY SOCIETIES

There are only two literary societies in the University, Philadelphia and Wrightonia. Every person who enters the University for the first time becomes a nominal member of one of these societies. Active membership in each society is limited to thirty-five. A person is elected to active membership in the society of which he is a nominal member if, after appearing in a tryout number in music or speaking, he receives the favorable vote of the active members of the society.

### DEPARTMENTAL CLUBS

- |                              |                                     |
|------------------------------|-------------------------------------|
| 1. Art Club                  | 9. Latin Club                       |
| 2. Business Education Club   | 10. Lowell Mason Club               |
| 3. Four-Year Elementary Club | 11. Nature Study Club               |
| 4. French Club               | 12. Pringle-Hall Club               |
| 5. Home Economics Club       | 13. Rural Curriculum Club           |
| 6. Industrial Arts Club      | 14. Science Club                    |
| 7. Intermediate Club         | 15. Social Science Club             |
| 8. Kindergarten Club         | 16. Women's Physical Education Club |

### HONORARY SOCIETIES

1. Alpha Tau Alpha—Professional Agricultural Fraternity
2. Gamma Phi—Honorary Gymnastic Fraternity
3. Gamma Theta Upsilon—Honorary Professional Geography Fraternity
4. Kappa Delta Epsilon—Professional Educational Sorority
5. Kappa Delta Pi—Honor Society in Education
6. Kappa Mu Epsilon—Honorary Mathematics Fraternity
7. Kappa Phi Kappa—Professional Education Fraternity
8. Pi Gamma Mu—Honorary Social Science Fraternity
9. Pi Kappa Delta—Honorary Forensic Fraternity
10. Pi Omega Pi—Honorary Business Education Fraternity
11. Sigma Tau Delta—Honorary English Fraternity
12. Theta Alpha Phi—Honorary Dramatic Fraternity

### SPECIAL ORGANIZATIONS

- |                                   |                        |
|-----------------------------------|------------------------|
| 1. Band (concert)                 | 10. Men's Glee Club    |
| 2. Band (marching)                | 11. "N" Club           |
| 3. Blackfriars                    | 12. Orchesis           |
| 4. College League of Women Voters | 13. Orchestra          |
| 5. Fell Hall                      | 14. Smith Hall         |
| 6. Hieronymus Club                | 15. Treble Chorus      |
| 7. Jesters                        | 16. University Choir   |
| 8. Maize Grange                   | 17. University Theatre |
| 9. Male Chorus                    | 18. Women's Chorus     |

### ATHLETICS

A prominent place is accorded athletics in the activity program of Illinois State Normal University. Standing for the highest type of good sportsmanship, university teams have attained marked success in football, basketball, cross



country, wrestling, indoor and outdoor track, baseball, tennis, and golf. The University is a member of the Illinois Intercollegiate Athletic Conference, composed of the five state teachers colleges of Illinois.

In addition to a very extensive intercollegiate program, a constantly enlarged intramural program is being carried out each year. With excellent facilities for such activities, adequate equipment and well-trained instructors, it is not surprising to find a large number of students engaging in these activities.

Illinois State Normal University is very fortunate in having excellent equipment for an extensive athletic program. McCormick Gymnasium cares for indoor activities in an efficient manner. McCormick Athletic Field has ample space for football, track, and baseball as intercollegiate sports, and for a far-reaching intramural program. Ten excellent tennis courts, two of them concrete, are located just east of the athletic field and a new women's athletic field has recently been constructed south of these courts. The University High School recreation field affords excellent facilities for student teaching through assisting in handling University High School sports.

#### SPEECH ACTIVITIES

Illinois State Normal University has placed much emphasis upon the field of speech, having as one of its important phases of teacher education the Division of Speech Education. In addition to excellent class work, decided emphasis is placed upon oratory, extempore speaking, and debating for both men and women. The University belongs to the Illinois Intercollegiate Oratorical Association and the Illinois Intercollegiate Debate League, which are composed of many of the liberal arts and teachers colleges of the state. Student orators compete annually for the medal offered for the best speaker in the public speaking division of the Edwards Medal Contest.

Debating for both men and women is organized as a special class, which meets Tuesday evening from 7:00 to 9:00 p.m. All students who wish to participate in Intercollegiate Debate should plan to attend this class. Students attending this class may earn from one to three semester hours of credit for participating throughout the year. No student may earn more than six semester hours of such credit while he is in college.

The university debating teams, both men and women, have been highly successful in their numerous debates throughout Illinois and surrounding states. An invitational debate tournament attracting a large number of colleges from several mid-western states is sponsored annually by Illinois State Normal University. Students who qualify through intercollegiate participation in forensics are eligible for election to Eta Chapter of Pi Kappa Delta, National Honorary Forensic Society.

As part of the work of interpretative reading classes an opportunity is offered students to participate in reading programs. Various community organizations make frequent requests for student programs. For those interested in reading poetry, selection for participation in the annual Edwards Medal Contest is held in high esteem. A medal is presented to the student chosen as the best poetry reader.

Extra-curricular dramatic activity at Illinois State Normal University is under the auspices of the University Theatre. The Theatre Board is composed of the director of dramatics, presidents of the dramatic organizations, (Jesters

and Theta Alpha Phi), and a number of students chosen as leaders in such fields of dramatic production as staging, lighting, costuming, and business. These determine the policies of the theatre and direct the activities involved in the production of the plays. Four major plays are presented each year. Participation in these is open to the entire student body.

#### RADIO BROADCASTING

Illinois State Normal University has unusual facilities for radio broadcasting. Through the courtesy of WJBC, Bloomington-Normal station, students may take part in this increasingly important activity. From the campus studios in Cook Hall originate most of the programs, and Capen Auditorium, Milner Library, McCormick Gymnasium and several class rooms in other buildings are also wired for use. Musical organizations as well as individual students in the department of music present many programs. Debates, panel discussions, dramatic productions, and forums give students of varied interests an opportunity to prepare scripts and to participate in actual broadcasts.

#### MUSIC

Music is an important and vital experience in life and is a necessary part of the teacher's equipment. Illinois State Normal University, cognizant of this, endeavors to conduct a varied program of music organizations. The purpose of these organizations is twofold: to provide an enriched musical background and to promote growth, and to prepare students to teach similar groups.

The organizations are Concert Band, University Women's Chorus, Men's Glee Club, Concert Orchestra, University Choir, Treble Chorus, Marching Band, Male Chorus, Varsity Pep Band, Laboratory Orchestra and Laboratory Band. In addition there are a number of small ensembles.

Membership in the Concert Band, Concert Orchestra, and University Choir, is open to all students in the University who can qualify.

The Treble Chorus is open to all university women who choose music as a teaching field and who are not members of the University Women's Chorus or the University Choir.

Membership in the University Women's Chorus is open to women who qualify and who have had considerable singing experience.

The Male Chorus is open to all university men who qualify. It is required of all men who choose music as a teaching field and who are not members of the University Men's Glee Club or University Choir.

University Men's Glee Club is made up of men who qualify and who have had considerable singing experience.

The Laboratory Orchestra and Laboratory Band are maintained for all students who are not sufficiently advanced to qualify for membership in the University Orchestra and Bands, and are laboratory hours for music courses numbered 114, 121, 125, 223, 232, 234.

#### UNIVERSITY LECTURE COURSE

The University definitely believes in the educational value derived by the student from opportunities to hear the leading thinkers of the day, and the best that is available in the fields of music, drama, and the allied arts. A committee consisting of an equal number of faculty and student members constitutes

a Lecture Board, which arranges for a series of programs during the year. The money to finance this course is secured from the student activity fee, which is paid by each student at the time of registration.

#### UNIVERSITY PUBLICATIONS

The yearbook at Illinois State Normal University is known as the *Index*. The editor and business manager are selected each spring by a Publications Board composed of faculty and students. Members of the staff are appointed by the editor.

The *Vidette* is a semi-weekly newspaper published by the students of the University. It attempts to carry all the important news of the campus and to reflect student life. This paper has received national recognition for its high quality and is an excellent laboratory for the classes in journalism. Quarters for this publication, as well as for the journalism work, have recently been provided. The editor and business manager are chosen by the Publications Board and the editor and faculty sponsor appoint a staff of assisting editors.

The *Alumni Quarterly*, published from the University Press, is a magazine issued four times each year and goes to members of the Alumni Association. The purpose of this publication is to keep alumni in touch with the activities of the institution.

The *Alumni News Letter* is published and distributed free of cost to all graduates of the University. At the present time approximately 9,000 graduates receive this bulletin three times during each school year.

*Campus Towers* is a recently inaugurated four-page news bulletin addressed to the parents of all students in the University. This publication seeks to present items of interest on the campus and is sent at the close of each semester with students' grade cards indicating scholastic accomplishment for each half-year period. It is also sent in September after students arrive on the campus.

The *Illinois State Normal University Bulletin* is the general name given to the publications sponsored by the University. Two issues of the Bulletin are the general catalog and the summer session bulletin. The other four issues are concerned with some special studies or outstanding activities that are deserving of consideration in the course of each year.

In addition to the foregoing publications available to students during or following attendance at the University, *Teacher Education* is published four times each year as a field service bulletin of the University and made available to administrators, teachers and others interested in the various levels of education.



# HISTORY OF THE UNIVERSITY

## FOUNDING AND EARLY HISTORY

The Illinois State Normal University was founded in 1857, and was the second state normal school established west of the Allegheny Mountains and the tenth in the United States. Its location at North Bloomington (later called Normal) made it conveniently accessible from all parts of Illinois. Its site of fifty-six acres of beautiful campus and an experimental farm of ninety-five acres were donated by citizens of Bloomington and McLean county. Until the first building, now known as "Old Main," was ready for use in 1860, the school was housed in Major's Hall in Bloomington. The Main Building was the largest and best building of its kind in the United States at the time of its completion and is now the oldest in use for state teacher education purposes.

## DEVELOPMENT OF CURRICULA

From 1857 to 1900 there was but one curriculum at the Illinois State Normal University. It was comparatively elementary and could be completed by the average student in three years. It led to the normal school diploma, and was required of everyone who was graduated.

Students who expected to teach high school classes usually took additional advanced elective courses beyond the requirements for a diploma.

After 1900, two-year curricula, and, at a slightly later date, four-year curricula were organized to meet the needs of those who wished to prepare for some special position in the teaching field. As a result of the 1941 Certifying Law the two-year curricula will no longer be offered beginning with the school year of 1942-43. Four-year curricula for all phases of public school work from the kindergarten through the high school are available.

In 1907 the legislature of Illinois authorized the Illinois State Normal University to confer the degree of Bachelor of Education on the completion of four years of college work beyond that of a standard four-year secondary school. The first degree was conferred in 1908.

## RANK IN ACCREDITING ASSOCIATIONS

The Illinois State Normal University is accredited by the North Central Association of Colleges and Secondary Schools as a degree-granting institution. The University is likewise accredited by the American Association of Teachers Colleges. Graduates of the University are thus eligible to teach in any secondary school in this state and in other states.

# BUILDINGS, CAMPUS AND GENERAL EQUIPMENT

## THE UNIVERSITY CAMPUS

The Illinois State Normal University is fortunate in possessing a college campus which is one of the most beautiful in the Middle West. Looking southward from the Main Building, one sees a vista stretching almost the full length of the campus. This open stretch is skirted on each side by an irregular line of trees, so naturally grouped that they give the impression of a native woodland. Most of these trees were planted soon after the University was established and are at least seventy years old.

The University is indebted to the vision of Jesse W. Fell for the artistic effect gained in planting this bit of Illinois prairie. In 1857 he sent to Philadelphia to secure a landscape gardener who arranged for the planting with an eye to the future. Such vision was remarkable in those days. Illinois was a frontier state and few persons had even heard of a landscape artist.

The great variety of trees and shrubs with the birds and insects that they attract affords a rich field of study for the nature study and biology classes. At the same time the extensive campus offers opportunities for all kinds of outdoor sports. Tennis, volleyball, archery, basketball, hockey, baseball, track, and football, all have a place on the campus. From the standpoint of usefulness, as well as that of beauty, the campus adds much to the enjoyment of student life in Normal.

An outdoor stage and amphitheater have been constructed on the south campus, where the commencement exercises are now held each year. These facilities also afford excellent opportunities in the field of dramatics and are used by music organizations and other groups from the school and community, especially during the summer session.

### \*OLD MAIN

The Main Building, one of the landmarks of central Illinois, lovingly referred to by the alumni as "Old Main," is an imposing structure, 160 by 100 feet, surmounted by a clock-tower visible for miles around. In it are located most of the administration offices, the student lounge, the text-book library, the Philadelphian and Wrightonian society halls, and twenty-six classrooms used chiefly for classes in education, mathematics, social science, music, and speech. The building has recently been rewired and new lighting fixtures and electric fans have been installed in the classrooms.

### NORTH HALL

North Hall, originally built as a training school and from 1914 to 1940 used as the University Library, is the second oldest building on the campus, having been completed in 1892. With the erection of the new Milner Library, North Hall has been converted into classrooms and is occupied by the Departments of English and Geography and Geology.

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\* Buildings are listed and described in the order of their construction except for residence halls and buildings on the University Farm.

This two-story and basement brick building provides classrooms and offices for the Department of English on the second floor. The offices of the *Vidette*, the University paper, are found on this floor.

Aside from two offices for the Department of English staff, the entire first floor provides classrooms and offices for the Department of Geography and Geology.

The basement provides a geology laboratory and further office space for the Department of Geography and Geology, one classroom is assigned to various departments as emergency quarters, and a clay-modeling room used by the Art Department.

New and modern classroom equipment, furniture, and furnishings, have been provided for this building.

### JOHN W. COOK HALL

The "Old Castle," as this building is often known, built in 1895, is a gray stone structure of solid and substantial construction, topped by towers and battlements typical of the middle ages. The lower floor is given over to a gymnasium with locker and shower rooms and is now used by the pupils of the training schools. The University Physician has offices on this floor.

The second and third floors accommodate the work of the Division of Business Education. On the second floor there are four recitation rooms and two instructors' offices. Here will be found the equipment in accounting and that for other business classes in the University High School. Modern steel furniture has been installed in the high school section. The elementary accountancy students do their work at neat, sanitary desks. Another room, which is used for university classes, holds the equipment in typewriting and office training.

The third floor is divided into four lecture and equipment rooms and one large office. One of these rooms is used for shorthand instruction and technique and is equipped with steel desk chairs. Another room is used for classes in accountancy. Two other rooms are given over to recitation and lecture work and are furnished with tablet arm chairs. The offices and laboratories of the teaching staff in secretarial science have modern desks, files, and special equipment for mimeographing and multigraphing.

In the tower, the campus reception room and studio for radio station WJBC are to be found. From here, several programs are broadcast each day by students and faculty.

Recent construction on the ground or basement level has provided a large room with unusual acoustics for rehearsal and other activities of instrumental music groups. In a large room, approximately seventy-five by twenty-five feet, bands or orchestras of at least a hundred members can be easily cared for. An instrument room has also been constructed in connection with the rehearsal hall. Five sound-proof practice rooms, adjoining the rehearsal hall, are available for individuals or small groups.

### INDUSTRIAL ARTS BUILDING

The Industrial Arts Building was built during the year 1908 to furnish the growing University with a larger and more attractive auditorium and to



house various departments such as industrial arts, home economics, and the fine and applied arts.

The lower floor of the building is used for woodworking shops, an electrical laboratory, the University Press, and classrooms for the Division of Industrial Education. Two rooms are used for applied design and pottery work.

The second floor furnishes rooms for home economics and fine arts.

The auditorium, a well-lighted room which seats 1,000 people is also located on the second floor. This is called Capen Auditorium in honor of a former member of the State Normal School Board, Mr. Charles L. Capen of Bloomington, who was a devoted friend of the University for many years. An excellent pipe-organ with electrical action is part of the equipment of the auditorium.

On the third floor are found a clothing and costume design laboratory belonging to the Division of Home Economics and several rooms now used for class work in psychology and education.

The equipment of the Division of Industrial Arts Education is the best that can be secured and has been kept in repair and made more complete from time to time. The woodworking shop contains machinery such as a surfacer, jointer, universal circular saw, trimmer, knife grinder, mortise machine, band saw, three lathes, and twenty-four woodworking benches. The machines are all individual motor driven. Special rooms for lumber and wood-finishings are provided near the shops. A drafting room is located on the third floor of the building.

The Division of Art Education with its special equipment has added to its efficiency in various ways.

The Division of Home Economics Education has an excellent foods laboratory and a dining room in addition to an office, classrooms, and a clothing laboratory.

Dramatic activities of the Division of Speech Education utilize much of the available time in Capen Auditorium.

### THOMAS METCALF BUILDING

Erected in 1912 the campus training school building is a three-story brick structure of modern design. It is located just east of the Main Building, with which it is connected by a bridge. This building is occupied by the kindergarten, primary, intermediate, and upper grades, and the University High School.

The first floor contains the large kindergarten room and the first grade of the elementary school, as well as laboratories for high school foods and clothing activities of the Home Economics Department. Two playrooms, three high school classrooms, and a combined art classroom and office complete the allocations of space on this floor.

The second floor houses grades two, three, and four of the elementary school, four high school classrooms, the high school library, quarters for the school nurse, and the offices of the Director of the Training Schools, Director of Elementary Education, Principal of the University High School, Director of Secondary Education, and a number of staff members.

On the third floor may be found the library for the elementary school, grades five, six, seven, and eight, and additional offices of staff members.

New furniture and equipment is constantly being added to the training school rooms in an attempt to present the best possible working conditions for those who are doing their student teaching.

### MECHANIC ARTS BUILDING AND CENTRAL HEATING PLANT

Work in machine shop practice, sheet metal and kindred activities is carried on in one unit of this building which was built in 1916.

The central heating plant of the University, supplying heat and hot water for the several buildings is housed in this modern brick structure.

The equipment consists of two Springfield and one Kroschell water tube boilers with a combined capacity of 1095 horse power, together with a Link-Belt Company coal and ash handling unit and Illinois chain grate stokers, boiler feed, vacuum and circulating pumps, one boiler feed water heater and the necessary tools and accessories. The complete plant is valued at \$150,000.

The capacity of the unit is sufficient to supply ample heat to all the buildings.

### McCORMICK GYMNASIUM

The Henry McCormick Gymnasium was erected in 1925 and is one of the excellent gymnasium buildings in the state. The building is a thoroughly modern two-story brick structure, trimmed with gray stone. It is located on a slight natural elevation on the lower campus and is surrounded by stately elms and pines. Facing the east, the building overlooks the wide expanse of the main campus extending south from the Old Main Building.

The building is arranged in two units so that the offices and classrooms are separated from the gymnasiums. The women occupy the north half of the entire building and the men occupy the south half. The main floor of the east unit contains the offices, shower and dressing rooms for the instructors, and store rooms.

In the main lobby are stairways leading to the second floor where in addition to the men's and women's gymnasiums there are two large classrooms, a dance studio, a completely equipped physical examination and therapeutic room, and a store room.

The first floor of the main unit contains the dressing rooms. On the men's side, the locker room provides space for 1000 lockers. There are two large team rooms, a boxing and wrestling room, shower rooms containing a battery of twenty showers, each individually adjustable, drying rooms for athletic equipment, a large supply and store room. On the women's side, the main locker room provides individual lockers for 860 girls, private dressing rooms, private shower booths, a corrective exercise room, club room, and supply room.

Stairways lead from the dressing rooms to the gymnasiums on the second floor. The women's gymnasium is 60 by 90 feet and is well equipped to provide adequate training in the various types of activities offered. The men's gymnasium is 90 by 120 feet and is completely equipped. Two large dividing nets are suspended so that they may be lowered to form three separate playing spaces of 40 by 90 feet for intramural or class work. A canvas partition can be drawn through the middle of the gymnasium dividing it into two larger floor spaces when more room for class work is desired.

A spacious storeroom for bleachers and gymnastic apparatus opens into the main gymnasium from the east unit. This arrangement permits a rapid removal of all apparatus or bleachers from the gymnasium floor so that it may be used

without obstruction. The seating capacity of the gymnasium is approximately 1600. When used as an auditorium for concerts it may seat as many as 2300.

An appropriation of \$110,000 is available for a swimming pool addition which it is hoped may soon be erected.

### DAVID FELMLEY HALL OF SCIENCE

The David Felmley Hall of Science, dedicated October 10, 1930, is a three-story brick building, trimmed with stone, located east of North Hall and north of the Thomas Metcalf Building. This building is used wholly for science and gives the University exceptional facilities for the preparation of high school science teachers. Here are located commodious lecture rooms, classrooms, and laboratories with the best of modern equipment.

The first floor is used for the subjects of agriculture, nature study, and physics.

The two rooms devoted to nature study are arranged for both laboratory and classroom work. These rooms are well provided with sinks, running water for aquariums, gas, and alternating and direct currents. The location of these rooms on the ground floor gives easy access to the campus for a first hand study of materials.

A large room, which is used by the University High School for physics, is equipped for both classroom and laboratory work. It was designed and equipped to serve as a model high-school physics room and is well stocked with practical but inexpensive apparatus. It is here that majors in physics get their student teaching experience in high-school physics.

For the work in college physics a lecture room, a recitation room, two laboratories, three dark rooms, a shop, and a store room are provided. In addition to an ample supply of the usual plumbing conveniences, these rooms are supplied with compressed air, vacuum, high pressure steam, and distilled water outlets.

On the second floor are located the classrooms for biology. This subject is taught in four large laboratories equipped with modern tables providing individual drawer space for the students. In the zoology laboratory, trapezoidal tables are used. Such a plan makes it possible for students sitting away from the windows to have adequate light facilities. The bacteriological laboratory is equipped with alberene-topped tables and with apparatus required for work in bacteriology. All laboratories are supplied with microscopes and other apparatus and materials necessary for efficient work in the biological sciences.

The high-school biological laboratory has its own complete set of equipment. In addition to the laboratories, there are three large recitation rooms and a store room for supplies in biology.

On this floor are also located the office of the Dean of Men as well as the offices of the Department of Biological Science.

The chemistry classrooms occupy the third floor of the building. Here are located four large laboratories furnishing quarters for courses in general inorganic chemistry, organic, physiological, analytical, and physical chemistry. High-school classes are accommodated in one of the general chemistry laboratories.



In addition there are two recitation and lecture rooms, a commodious store room, a dark room, two balance rooms, and three combined offices and research laboratories, for use of members of the staff.

The laboratories are equipped with furniture of special design consisting of alberene table tops and sinks, duriron plumbing, hot and cold water, gas, electricity, steam, compressed air and vacuum, and distilled water, the last piped from a 300 gallon storage tank supplied by a steam operated still in the attic. The laboratories have ample fume chamber capacity and are ventilated by means of electrically driven duriron fans capable of changing the air in the rooms at the rate of five times per hour.

An automatic Otis elevator connects the various floors of the building with reserve apparatus store rooms in the basement. In addition to chemistry classes in the University High School, the third floor also quarters the freshman high-school classes in general science. These classes offer excellent opportunities for teacher training in the sciences.

The laboratories are well equipped with apparatus for carrying on the work undertaken.

### UNIVERSITY GREENHOUSES

The new University Greenhouse, facing University Street and west of Cook Hall, was completed January 1, 1938. This building meets important needs of the University, especially from the standpoint of growth of materials for the beautification of the campus. It also makes available plants and flowers for decorating purposes for various campus functions on numerous occasions.

This greenhouse consists of an office unit facing University Street and, at the back of the office, a palm house, 40 by 40 feet, with wings extending north and south, each 20 by 42 feet in size. In the rear, or to the east of the palm house unit, is a workshop, 36 by 36 feet, in the basement of which is space for the storage of two of the university trucks and other equipment used in connection with the buildings and grounds department.

The cost of this structure is \$25,000. It represents a completely modern type of greenhouse that will meet the needs of the University for years to come.

Although the new greenhouse is available for some limited work in connection with the science departments of the University, complete use is made by the Departments of Biological Science and Agriculture of the remodeled and better portion of the old greenhouse adjacent to the Science Building.

### HOME MANAGEMENT HOUSE

The Jessie E. Rambo Home Management House is located on the campus directly west of Fell Hall. It faces on North University Street. The house is new and was occupied for the first time during the school year 1939. Of Georgian architecture, the building consists of two complete seven room houses and a two-room apartment for the director all under one roof. The two houses are accessible to each other only through the director's apartment on the second floor and the recreation rooms in the basement. Each house will accommodate six residents. Here senior students in home economics live for a period of nine weeks to satisfy the requirement for "actual homemaking experience" set up by the Federal Board for Vocational Home Economics.

### MILNER LIBRARY

The new Milner Library was dedicated on Commencement Day, June 10, 1940, and opened for use at the beginning of the 1940 summer session. It is a two-story brick building, Georgian in design, planned and equipped to provide and facilitate the most efficient use of library materials.

On the first floor, on either side of the main entrance, are the Reserve Reading Rooms. In the North Reserve will be found reserve books in the fields of the arts and the humanities: literature and language, history, social sciences, music and art. In the South Reserve are books for the use of classes in pure and applied science: mathematics, the physical sciences, biology, geography, agriculture, home economics, business education, industrial arts, education, and psychology.

On the first floor also are the Publishers' Exhibit Room and the Typewriting Room. In the Publishers' Exhibit Room are housed 6000 sample textbooks for elementary and high school subjects, the gifts of 65 publishers. These books may be used only in this room, during the hours from 9 a.m. to 12 noon, from 1 p.m. to 5 p.m., and from 6 p.m. to 9 p.m.

The Typewriting Room is available to students who wish to bring their own typewriters. Reserve books and reference materials are charged for use in this room under the conditions that apply in the Reading Rooms themselves. The Typewriting Room is open the same hours as the Publishers' Exhibit Room.

The circulation department and the main reading room are on the second floor. Here, too, are the Browsing Room and the Carnegie Room. The main reading room extends across the west side of the building. Around its walls are shelved the reference books and periodicals, both the current numbers and the bound volumes since 1920. Opening off this room on the north is the Browsing Room, where there is a collection of fiction and non-fiction for general reading. Books from this room may be checked out for two weeks.

The Carnegie Room contains collections of music and art books, which are available for class use. Here also is housed the Carnegie Corporation's gift of music—an excellent phonograph, almost 1000 records, scores, and books about music and musicians. The room will be reserved for classes in music appreciation, when the records may be played, and on certain hours each week it will be open to any students who wish to hear them. The collections in this room do not circulate.

The ground floor is devoted principally to the museum—three large exhibit rooms on the west side of the building, and a specially constructed art gallery. But on this floor also is the library class room, where students are instructed in the use of the library and where the special classes for the education of teacher-librarians meet for lectures, discussions, and laboratory work. Here, too, is the micro-photography room. In the ground-floor stack will be found the new Recordak, a machine for enlarging newspaper and manuscript materials reproduced on films.

The library offers several other services. The 56 caryls in the stacks are assigned to faculty members who wish to pursue special studies. Seminar rooms are available to classes or class committees for group study of library materials. These rooms are reserved for limited periods on application by the instructor.

The stacks are open to students who care to use them. Stack privileges are granted by the librarian at the circulation desk.

In the eighty odd years since its establishment, on December 23, 1858, the library collections have grown from 197 volumes to 79,348 with a yearly increase of about 3000 titles. The library also contains 30,900 pamphlets and a picture collection of 11,409 items. In addition, 375 American and foreign periodicals and newspapers are available in the main reading room.

The libraries for the pupils of the elementary and secondary schools contain 6000 suitable titles as well as magazines, newspapers, and an extensive picture and clipping collection. These libraries are on the second and third floors of the Metcalf building. They are under the direction of trained librarians.

Besides an initial gift with which the library was founded, the library has other gift collections: 500 scientific books, the property of the Illinois Natural History Society, added in 1860; a collection of eighteenth and nineteenth century books on agriculture, the gift of W. S. Mills of the class of 1875; the Alice Jean Patterson collection of nature study books; the McCormick Collection of history; the Feek collection of general literature, the gift of John Lester Feek, who attended the University for a time as a member of the class of 1924; the H. B. Fisher collection, made up mostly of books on education, presented to the library by Mrs. H. B. Fisher; and the June Rose Colby collection, consisting of a gift of money and her personal library which was chiefly English literature.

A well-trained library staff, composed of a head librarian and eight assistant librarians, is on duty to aid students in the use of the library. A staff of 35 student assistants aids in rendering a complete and extensive service. The library is open from 7:30 a.m. to 9:30 p.m., from Monday through Friday, and from 8:00 a.m. to 5:00 p.m. on Saturday.

### FELL HALL

Fell Hall, a campus residence for women students, is located between John W. Cook Hall and McCormick Gymnasium facing east and overlooking the broad expanse of the south campus. Surrounded by beautiful trees, this hall presents one of the most attractive views on the campus.

The building is of brick construction, three stories above a basement. The two upper floors are given over largely to rooming facilities. The main floor has the dining-room, kitchen, drawing room, parlors, office, and living quarters for the Director of the Hall. The rooms for the residents are large, well-lighted, and comfortable as to heat and ventilation. There are accommodations for ninety-seven women.

Fell Hall is nicely decorated and well furnished. Aside from the dining-room and kitchen, new furniture will be found in all rooms. Tastefully selected rugs and draperies have made the drawing room a place of unusual beauty and charm. Furniture of Georgian design in various types adds to the dignity of this large room with its new pewter lighting fixtures.

The student rooms, both single and double, are equipped with new maple furniture of early American design. Single beds, with high grade springs and the best type of inner-spring mattresses, provide absolute comfort. Dresser, study desk, and chairs, in addition to new and appropriate rugs, complete a picture of unusual attractiveness for a residence hall.



### SMITH HALL

Smith Hall is located on University Street just across from McCormick Athletic Field. It occupies almost an entire city block which has been carefully landscaped with gardens and a spacious lawn. The Hall provides accommodations for thirty-two men, and makes possible a homelike environment for the residents, as well as a social center for the men of the campus.

This commodious gray brick house has on the first floor reception rooms, library, and a large dining room overlooking the garden. On the second floor are numerous rooms for study purposes which are the center of the home life of the residents. Ample bathroom facilities, with new fixtures are provided in the several bathrooms on this floor. On the third floor is found a large, completely finished dormitory which, having recently been air conditioned, provides ideal sleeping quarters for the men of the house.

Hot-water heat provided from an oil furnace assures comfort at all times. The unusually large basement is gradually being converted into a recreation center for the men. A ping-pong room has already been completed.

Smith Hall is now owned by the State of Illinois. The University Club and the Office of the Dean of Men have the direct control of this enterprise.

### THE UNIVERSITY FARM

The demonstration farm of the Illinois State Normal University, which is carried on under the direction of the Division of Agricultural Education, adjoins the campus and consists of ninety-five acres of choice land for the various cultivated crops and pastures adapted to the Corn Belt Region. This farm has been owned by the Illinois State Normal University since its founding in 1857.

The purpose of this farm is that of an agricultural laboratory on which may be demonstrated good farming methods for the benefit of students taking courses in agriculture.

The farm is well-equipped for dairying and other agricultural activities, affording excellent possibilities for observation and practice. An increasingly large amount of pure-bred horses, beef and dairy cattle, sheep and swine is available for various uses including stock judging. Considerable attention is given to the raising of various types of poultry.

An excellent crop rotation is carried on. A careful and thorough system of farm bookkeeping is followed, through which all data of costs and receipts are recorded. These records, which are available to students in agriculture, enable the students to study scientific farming from the business point of view.

Farm property consisting of a modern house, horse, dairy, beef cattle, hog and sheep barns, poultry houses, together with a new machine shop and a combined stock judging pavilion and machinery building, present attractive and usable facilities for offering a complete program for the education of Smith-Hughes teachers of agriculture.

One of the large Resident Agricultural-Industrial Projects of the nation as a part of the National Youth Administration program has been located in eight specially constructed buildings on the University Farm. This unit, having a limit of 150 young men, has made use of the farm facilities as a part of its program

and in turn has rendered excellent service in the furtherance of agricultural-industrial activities. Since January 1, 1942, activities of this project have been suspended.

### **McCORMICK ATHLETIC FIELD**

The McCormick Athletic Field is one of the largest and best in the Illinois Intercollegiate Athletic Conference. It occupies eight acres at the south end of the campus, lying along University Street immediately adjoining the McCormick Gymnasium.

The athletic field is entirely enclosed by a Chain-Link fence seven feet in height, with gates at convenient points for the admission of spectators.

A door of the gymnasium from the men's shower room opens directly on to the field, so that, when desirable, the field may be entirely closed to spectators when practice sessions are being conducted. The field is excellently equipped for varsity and intramural sports and contains a number of practice fields, which serve as the training ground for a large number of students taking work in athletics and physical education.

In the southwest portion of the athletic field is located the varsity football field, surrounded by an excellent quarter-mile cinder track which was recently improved by the addition of a concrete curb. There is also a 220-yard straight-away and ample provision, in the nature of excellent pits and runways, for taking care of various field events.

In the northeast corner of the field is the new varsity baseball diamond recently completed in such manner as to bring forth the comments from those in position to know that it is the equivalent of many big league in-fields.

The remainder of the field has been brought to grade level to be used as a practice field for football and other sports, as well as to care for the increasing intramural program.

Directly to the east of the athletic field, ten new tennis courts, two of them hard-surfaced, all weather courts, have recently been completed. A new archery range of unusual size and attractiveness is also provided in this area.

To the south of the tennis courts is the newly-constructed Women's Athletic Field.

### **NORMAL PUBLIC LIBRARY**

The new Normal Public Library located on North Street is available to students and members of the faculty of the University. Students, aside from regular residents of Normal, who desire to draw books from this public library must deposit a fee of \$1.00 which is returned when they leave Normal University or do not wish to use books any longer. The total number of books in the library including fiction and non-fiction is 6,000. A large number of periodicals are also available for use. The library hours are, daily except Sunday, from 11:00 a.m. to 6:00 p.m. On Saturday it is open from 11:00 a.m. to 8:00 p.m.

### **WITHERS PUBLIC LIBRARY OF BLOOMINGTON**

The Withers Public Library of Bloomington extends a cordial welcome to all students and members of the faculty of the University. Its reference shelves and magazine files may be used at any time. Loan cards may be secured upon the same basis that other residents of Normal enjoy. This basis is that the borrower shall pay two dollars per year for his card.

## THE SUMMER SESSION

Illinois State Normal University provides a summer session of eight weeks. Though students of the regular year attend this session in constantly growing numbers, about two-thirds of the attendance is composed of teachers in service who wish to continue their education during the summers. Regular courses with the regular university staff of instructors are offered. One may definitely plan on getting the type of work that will count toward a diploma or degree on the same basis as attendance at the sessions of the regular year.

Student teaching facilities are available to those who qualify for such work.

Courses in home economics as required by the Smith-Hughes Act are offered in the summer. The home management house is available and has been an asset in providing facilities for many seniors to complete their work during the summer.

The maximum number of hours permitted any student in the summer is nine semester hours of credit, which constitutes one-half of one semester.

An attractive and complete summer session bulletin is issued each year and is available by writing to the Director of the Summer Session. This bulletin contains a detailed description of all courses, the cost of attendance, special attractions during the summer, including the Educational Conference and Exhibit, and other types of detailed information of interest to those wishing to combine a pleasant summer with profitable work. Two hundred twenty-seven courses are listed in the 1942 summer session bulletin.

### OFF CAMPUS FEATURES

*Geography Field Course.* The Seventeenth Annual Geography Field Course is offered to students interested in a summer of study and travel. A description of the 1942 course is given on page 87. A special folder giving more complete information may be obtained by writing to the Department of Geography and Geology. (*The tire situation affecting chartered buses forced a decision on April 15 to cancel the 1942 field course.*)

## EXTENSION WORK

Owing to a constant and sometimes urgent request for the establishment of extension class centers in the territory served principally by the Illinois State Normal University, this institution maintains an Extension Department. Under the present plan, which has operated for several years, some of the regular instructors in the University offer courses in their special fields according to the demand for such work and the number of available teachers from the regular staff.

With the great demand for extension work it is impossible to meet all requests for classes in various centers in Illinois. It will be the policy to serve as many centers as possible. These centers will be established in the order in which requests are made or according to the transportation facilities to and from the proposed centers. These courses carry regular university credit. Inquiries regarding the possibility of the establishment of centers should be addressed to the Director of the Extension Division.

A pamphlet or specific information explaining the Extension Service can be obtained by writing to the Director of the Extension Division. The pamphlet con-



tains information about probable courses, university credit, transfer of credits, fees and other expenses, rules and regulations, and other information about organization of the work.

University credit can be earned through courses offered by the Extension Department of the Illinois State Normal University. Each course carries two and one-half semester hours of undergraduate credit for the various courses where classes meet each week for sixteen meetings during a semester. Illinois State Normal University does not offer graduate courses but persons now possessing an academic degree can earn additional credits or take an extension course as an auditor. Courses offered which are not required in a student's particular field or curriculum may often be used as electives. They will also be accepted for credit transfer to other institutions of higher learning within the limits of the particular requirements of such institutions.

Illinois State Normal University has discontinued the practice of offering courses by correspondence. However, under certain conditions, a limited amount of credit earned from accredited institutions in approved courses taught by correspondence will be accepted toward graduation from Illinois State Normal University. Inquiries in regard to correspondence credits from other institutions should be addressed to the Registrar.

## ALUMNI RELATIONS

Through the alumni office, the Alumni Association, and twenty-five ISNU Clubs, former students maintain contacts with each other and the University.

The alphabetical and geographical files in the alumni office include data about all Illinois State Normal University graduates. Information is being assembled covering former students in military service, and the office serves as headquarters for alumni when on the campus. The *News Letter*, a publication of the alumni office, goes to all graduates three times a year.

Sponsored by the Alumni Association for its members and published from the University Press is the *Alumni Quarterly*. The association plans class reunions and the annual alumni luncheon as well as an annual assembly program for students. An outstanding junior, selected by a student-faculty-alumni committee, receives each year an award from the association to cover fees for his last year in college.

A number of ISNU Clubs have been organized by former students. These serve to promote the welfare of the University and keep alumni in touch with each other and the school. Officers of the clubs receive a news sheet called "Around the Club Circuit" from the alumni office, and club presidents attend an Alumni Council dinner meeting at the University once a year. Chicago; Decatur; St. Petersburg, Florida; and Cleveland, Ohio, are ISNU Club centers. Alumni in a number of southeastern counties of Illinois assemble annually at Lawrenceville or Olney. Other counties in which clubs have been organized include those of Champaign, Christian, DeWitt, Ford, Iroquois, Kane, Kankakee, LaSalle, Livingston, Logan, Macoupin, Madison, McLean, Peoria, Piatt, St. Clair, Sangamon, Tazewell, Vermilion, and Will.

## SUMMARY OF ATTENDANCE

JUNE 15, 1941, TO JUNE 15, 1942

### CLASSIFICATION OF DIFFERENT RESIDENT STUDENTS, SEPTEMBER, 1941, TO JUNE, 1942

	MEN	WOMEN	TOTAL
Post Graduates . . . . .	5	3	8
Seniors . . . . .	85	161	246
Juniors . . . . .	96	171	267
Sophomores . . . . .	131	346	477
Freshmen . . . . .	235	404	639
Unclassified . . . . .	1	1	2
Special . . . . .	24	12	36
<hr/>			
Total (exclusive of duplicates) . . . . .	577	1098	1675

### CLASSIFICATION OF DIFFERENT STUDENTS, SUMMER SESSION, 1941

Post Graduates . . . . .	52	105	157
Seniors . . . . .	107	276	383
Juniors . . . . .	69	417	486
Sophomores . . . . .	30	239	269
Freshmen . . . . .	23	60	83
Unclassified . . . . .	40	226	266
Special . . . . .	13	5	18
<hr/>			
Total . . . . .	334	1328	1662

Total Resident Students for Calendar Year (exclusive of duplicates) . . . . .	796	2225	3021
Extension enrollment (exclusive of duplicates) . . . . .	<u>70</u>	<u>692</u>	<u>762</u>

### PUPILS IN THE TRAINING SCHOOLS AND AFFILIATED SCHOOLS

Campus	BOYS	GIRLS	TOTAL
Metcalf Elementary . . . . .	175	199	374
University High School . . . . .	257	217	474
<hr/>			
Total in Campus Schools . . . . .	432	416	848
Affiliated Schools			
Soldiers' and Sailors' Children's School			
Elementary . . . . .	161	114	275
Junior High School . . . . .	98	68	166
Towanda Schools			
Elementary . . . . .	51	40	91
High School . . . . .	26	43	69
Rural Schools			
Maple Grove . . . . .	15	11	26
Houghton . . . . .	32	20	52
Walker . . . . .	10	8	18
<hr/>			
Total in Affiliated Schools . . . . .	393	304	697
Total in All Training Schools . . . . .	825	720	1545

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